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ABSTRACT

This color-coded teacher's guide contains curriculum materials designed to give students an awareness of various desktop publishing techniques before they determine their computer hardware and software needs. The guide contains six units, each of which includes some or all of the following basic components: objective sheet, suggested activities for the teacher, instructor supplements, transparency masters, information sheet, assignment sheets, assignment sheet answers, job sheets, practical tests, written test, and answers to written test. Units cover the following topics: introduction to desktop publishing; desktop publishing systems; software; type selection; document design; and layout. All of the units focus on measurable and observable learning outcomes. They are designed for use in more than one lesson or class period of instruction. (KC)

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BASICS OF
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Teacher Edition

MAVCC

CE 056 668

Basics of Desktop Publishing

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Developed by

The Mid-America Vocational Curriculum Consortium, Inc.

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Basics of Desktop Publishing

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Foreword

The wide acceptance and use of desktop publishing (DTP) in today's workplace has created the need for students to acquire the basic DTP skills now required in the office and printing industry. This need has prompted the Mid-America Vocational Curriculum Consortium (MAVCC) to develop *Basics of Desktop Publishing*.

Using an industry representative from each member state, MAVCC has designed a publication that may supplement or be infused into a typical vocational program at the secondary or postsecondary level. An objective of the industry committee was to provide students an awareness of the various desktop-publishing techniques before they determined their computer hardware and software needs.

Every effort has been made to make this publication basic, readable, and by all means usable. Three vital parts of instruction have been intentionally omitted from this publication: motivation, personalization, and localization. These areas are left to the individual instructors who should capitalize on them. Only then will this publication become a vital part of the teaching/learning process.

Ann Masters, Chairman
Board of Directors
Mid-America Vocational
Curriculum Consortium

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Appreciation is extended to those individuals who contributed their time and talent to the development of *Basics of Desktop Publishing*.

The contents of this publication were planned and reviewed by the following members of the Mid-America Vocational Curriculum Consortium desktop-publishing committee:

Connie Buck	Baton Rouge, Louisiana
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Appreciation is also extended to Jane Huston, Mary Kellum, and Dan Fulkerson for their assistance during the development of this publication.

Use of This Publication

Instructional units

Basics of Desktop Publishing contains six units of instruction. Each instructional unit includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, instructor supplements, transparency masters, information sheet, assignment sheets, assignment-sheet answers, job sheets, practical tests, written test, and answers to written test.

All of the unit components "zero in" on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following:

- Amount of materials that can be covered in each class period.
- Skills that must be demonstrated.
- Amount of class time needed for demonstrations.
- Amount of time needed for student practice.
- Supplementary materials, including print and nonprint media and equipment and supplies, that must be ordered.
- Resource people who must be contacted.

Objective sheet (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives, stating the student performance necessary to reach the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective can best be taught.

Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested activities (pink pages)

This component is included only in the instructor material. The suggested-activities pages assist instructors during the preparation stage of the teaching/learning process by providing suggestions for delivery during the instructional process. The instructor should read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

References used in the development of each unit are listed in the suggested-activities section, along with suggested supplemental resources that may be used to teach the unit. These materials can be used by the instructor to supplement her or his knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Instructor supplements (white pages)

This component is included only in the instructor material. Instructor supplements are optional materials for the instructor to use. They have three purposes: to provide the instructor with higher-level materials to stretch the advanced student, with remedial information or practice to assist the less advanced student, and with state-of-the-art information in which the instructor may not have background or with information that is not readily available in other books.

Transparency masters (white pages)

Transparencies are graphic materials used to direct the students' attention to the topic of discussion. They may present new information, or they may reinforce information presented in the information sheet or in the assignment sheets. They appear only in the instructor material.

Information sheet (green pages)

The information sheet provides the content essential for meeting the cognitive (knowledge) objectives of the unit. Instructors will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and instructors to add notes that supplement, localize, personalize, or provide motivation for the teaching of each objective.

Student supplements (white pages)

Student supplements are included in the student material. The information presented in a student supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment or job sheets. Students are not directly tested over the information presented in a supplement; however, their ability to apply this information in the completion of assignment-sheet or job-sheet objectives will be evaluated when completing those particular assignments.

Assignment sheets (tan pages)

Assignment sheets provide students with information and exercises or problems that develop the knowledge that is a necessary prerequisite to skill development.

Job sheets (blue pages)

The job sheets provide a list of equipment and materials and a procedure outline needed for practicing a psychomotor skill. The instructor should discuss the equipment and materials used—emphasizing the specific equipment and materials available in the classroom and/or laboratory—and provide the students with demonstrations of the job-sheet procedure prior to having students practice.

Job sheets are an important segment of each unit. Job sheets give direction to the skill being taught and allow both the student and instructor to check student progress toward the accomplishment of the skill. Job sheets also provide potential employers with a picture of the skills being taught during training and the performances that might reasonably be expected from a person who has had this training.

Practical test (yellow pages)

Practical tests provide the instructor with an instrument with which to evaluate job-sheet competencies. The instructor observes the student performing a job-sheet procedure and then evaluates both the process and the product of the procedure.

Written test (yellow pages)

This component provides criterion-referenced evaluation of every information-sheet objective listed in the unit of instruction. If objectives have been added, deleted, or modified, appropriate changes should be made on the written test. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of test items from the units covered may be used for final tests at the end of each term if desired.

The acceptable response on a unit test, 85 percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual test item. The final unit grade should be obtained by compiling the practical-test evaluations, assignment-sheet scores, and the written-test score.

Assignment and written test answers (pink pages)

Assignment-sheet answers and written-test answers are designed to assist the instructor in evaluation of student performances.

Disseminating material

Material may be given out a unit or page at a time to keep the material before the student always new. Some instructors ask students to furnish a three-ring binder for the current unit of study. This is convenient for students' taking the material home to study. Upon completion, each unit is then placed in a larger binder. Some instructors store the materials by unit in filing cabinets or boxes until needed.

For best results, provide student materials for each student. Student materials contain objective sheets, information sheets, student supplements, assignment sheets, job sheets, practical tests, and written tests. All tests are collated at the back of student material and should be removed and stored until needed. Students should be allowed to take their materials home at the end of the course.

Teaching methods

It is a challenge to keep students motivated. Instructors should supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning their teaching/learning experiences.

Basics of Desktop Publishing

Tools, Materials, and Equipment List

- Blank diskette
- Disk labels
- Graphics software/manual
- Microcomputer with one or two floppy disk drives and/or hard drive
- Mouse
- Operating-system diskette
- Operating-system software manual
- Page-layout software
- Pen
- Pencil
- Photocopier
- Printer, dot-matrix or laser
- Proportional scale
- Ruler
- Scanner
- Word-processing software/manual

Basics of Desktop Publishing

References

The Apple Guide to Desktop Publishing. Cupertino, CA: Apple Computer, Inc., Summer 1989.

Graphic Arts: Orientation, Composition, and Paste-Up. Stillwater, OK: Mid-America Vocational Curriculum Consortium, Inc., 1990.

Houp, Kenneth W., and Thomas E. Persall. *Reporting Technical Information,* 3rd ed. Encino, CA: Glencoe Publishing Co., Inc., 1977.

Introduction to Microcomputer Applications. Stillwater, OK: Mid-America Vocational Curriculum Consortium, Inc., 1984.

Kleper, Michael L. *The Illustrated Handbook of Desktop Publishing and Typesetting.* Blue Ridge Summit, PA: TAB Professional and Reference Books, 1987.

101 Best Desktop Publishing Tips from the Editors of Publish! San Francisco, CA: PCW Communications, Inc., 1987.

Parker, Roger C. *Looking Good in Print: A Guide to Basic Design for Desktop Publishing.* Chapel Hill, NC: Ventana Press, 1988.

Skillin, Marjorie E. *Words Into Type,* 3rd ed. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1974.

Tilden, Scott W., Anthony J. Fulginit, and Jack R. Gillespie. *Harnessing Desktop Publishing: How to Let the New Technology Help You Do Your Job Better.* Pennington, NJ: Scott Tilden Inc., 1987.

Basics of Desktop Publishing

Instructional/Task Analysis

Unit I: Introduction to Desktop Publishing

Related Information: What the worker should know (cognitive)	Job Training: What the worker should be able to do (psychomotor)
1. Terms associated with desktop publishing	
2. Definition of desktop publishing (DTP)	
3. Basic elements of a DTP system	
4. Major types of DTP hardware	
5. Major types of DTP software	
6. Benefits of DTP	
7. Factors to consider before purchasing a DTP system	
8. Factors used to determine whether a document is suitable for DTP	
9. Simple DTP applications	
10. Complex DTP applications	
11. Basic DTP operating procedures	
12. Basic features of mouse operation	
13. Terms associated with basic mouse operations	
14. Typical DTP job classifications	
15. Characteristics of a professional DTP operator	
16. Characteristics of a quality DTP work environment	
17. Copyright law applying to DTP	
18. Elements in an official U.S. copyright notice	

Unit I (cont.)

Related information: What the worker should know (cognitive)	Job training: What the worker should be able to do (psychomotor)
19. Sources of DTP information	
	20. Examine computer operating manual for basic operating procedures
	21. Examine word-processing software manual and basic instructions
	22. Boot computer
	23. Format a diskette
	24. Create word-processed document and store on diskette
	25. Back up a diskette
	26. Use mouse to access page-layout-software menus

Unit II: Desktop Publishing Systems

Related Information: What the worker should know (cognitive)	Job Training: What the worker should be able to do (psychomotor)
1. Terms associated with DTP systems	
2. Types of computer systems used in DTP	
3. Common operating systems used in DTP	
4. Characteristics of types of storage devices	
5. Types of input devices used in DTP systems	
6. Advantages of adding a scanner to a DTP system	
7. Types of monitors used in DTP systems	

Unit II (cont.)

Related information: What the worker should know (cognitive)	Job training: What the worker should be able to do (psychomotor)
8. Types of printers used in DTP systems	
9. Common features of laser printers used in DTP systems	
10. Basic page-layout-software text-tool operations	
	11. Complete a DTP system-specifications list
	12. Determine system requirements for a specific software package
	13. Examine page-layout-software manual for basic text-tool operations
	14. Determine basic costs of DTP systems
	15. Create, edit, and move a headline
	16. Place a file and then edit and move sentences within file paragraphs
	17. Copy/paste a paragraph, cut/paste a paragraph, and move a paragraph

Unit III: Software

Related information: What the worker should know (cognitive)	Job training: What the worker should be able to do (psychomotor)
1. Terms associated with DTP software	
2. Types of software used in DTP systems	
3. Factors to consider before purchasing DTP software	
4. Characteristics of quality word-processing software	

Unit III (cont.)

Related information: What the worker should know (cognitive)	Job training: What the worker should be able to do (psychomotor)
5. Characteristics of quality draw software	
6. Characteristics of quality paint software	
7. Characteristics of quality page-layout software	
8. Basic page-layout-software features	
9. Page-setup features	
10. Paragraph-specification features	
11. Type-specification features	
12. Editing features	
	13. Evaluate a page-layout software package
	14. Practice using publication-window features
	15. Practice using page-specification features
	16. Practice using paragraph- and type-specification features and flow text
	17. Create a letterhead

Unit IV: Type Selection

Related information: What the worker should know (cognitive)	Job training: What the worker should be able to do (psychomotor)
1. Terms associated with type selection	
2. Basic parts of a type character	
3. Basic type measurements	

Unit IV (cont.)

Related information: What the worker should know (cognitive)	Job training: What the worker should be able to do (psychomotor)
4. Definitions of typeface, type style, and font	
5. Typeface classifications	
6. Type adjustments commonly required in DTP	
7. Font characteristics	
8. Types of font formats	
	9. Measure type
	10. Practice adjusting leading, kerning, and letter spacing

Unit V: Document Design

Related information: What the worker should know (cognitive)	Job training: What the worker should be able to do (psychomotor)
1. Terms associated with document design	
2. Factors to consider when applying principles of document design	
3. Types of design elements	
4. Types of graphic treatments	
5. Types of text treatments	
6. Types of graphic enhancements	
7. Steps in the design process	
	8. Evaluate the design of a magazine ad
	9. Design a single-page flyer
	10. Rescale graphics

Unit V (cont.)

Related information: What the worker should know (cognitive)	Job training: What the worker should be able to do (psychomotor)
	11. Create a computer-generated grid
	12. Create a single-page flyer

Unit VI: Layout

Related information: What the worker should know (cognitive)	Job training: What the worker should be able to do (psychomotor)
1. Terms associated with document layout	
2. Typical steps in a DTP layout process	
3. Methods of editing text	
4. Methods of editing graphics	
5. Stacking text and graphics	
6. Document-size commands	
7. Standard proofreader's marks	
8. Steps in proofreading documents	
9. Elements of a newsletter	
10. Elements of a multi-page document	
	11. Proofread a document
	12. Determine specifications for a newsletter
	13. Determine specifications for a multi-page document
	14. Stack graphics and text
	15. Produce a newsletter
	16. Produce a multi-page document

INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

OBJECTIVE SHEET

UNIT OBJECTIVE

After completing this unit, the student should be able to identify the basic elements of a desktop-publishing system and perform basic operating procedures. The student will demonstrate these competencies by completing the assignment sheets and job sheets and by scoring a minimum of 85 percent on the written test.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with desktop publishing to their correct definitions.
2. State the definition of *desktop publishing* (DTP).
3. Match basic elements of a DTP system to their correct definitions.
4. Match major types of DTP hardware to their correct functions.
5. Match major types of DTP software to their correct functions.
6. List benefits of DTP.
7. List factors to consider before purchasing a DTP system.
8. Select from a list factors used to determine whether a document is suitable for DTP.
9. Select from a list simple DTP applications.
10. Select from a list complex DTP applications.
11. Match basic DTP operating procedures to their correct definitions.
12. Discuss basic features of mouse operation.
13. Match terms associated with basic mouse operations to their correct definitions.
14. Match typical DTP job classifications to their correct functions.
15. List characteristics of a professional DTP operator.
16. Select from a list characteristics of a quality DTP work environment.
17. Discuss copyright law applying to DTP.
18. List the elements in an official U.S. copyright notice.

OBJECTIVE SHEET

19. List sources of DTP information.
20. Examine computer operating manual for basic operating procedures. (Assignment Sheet 1)
21. Examine word-processing software manual and basic instructions. (Assignment Sheet 2)
22. Boot computer. (Job Sheet 1)
23. Format a diskette. (Job Sheet 2)
24. Create word-processed document and store on diskette. (Job Sheet 3)
25. Back up a diskette. (Job Sheet 4)
26. Use mouse to access page-layout-software menus. (Job Sheet 5)

INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

SUGGESTED ACTIVITIES

Instructional plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit.

    - Prepare a display of DTP magazines and newsletters.
    - Collect samples of simple and complex DTP documents.
    - Collect articles on DTP.
    - Order page-layout software demonstration disks. See ordering information in the "Suggested Supplemental Resources" section.
    - Order graphics-software demonstration disks. See ordering information in the "Suggested Supplemental Resources" section.

3. Make transparencies from the transparency masters included in this unit. These appear in the teacher guide only and are designed to be used with the following objectives:

    - TM 1—Typical Steps in a DTP Document-Production Cycle (Objective 6)
    - TM 2—Typical Steps in a Conventional Phototypesetting Document-Production Cycle (Objective 6)
    - TM 3—Basic Mouse-Operation Terms (Objective 13)
    - TM 4—Sources of DTP Information (Objective 19)

4. Provide students with objective sheet.

5. Discuss unit and specific objectives.

6. Provide students with information sheet and student supplements.

7. Discuss information sheet and student supplements.

8. Provide students with assignment sheets.

9. Discuss and then have students complete assignment sheets.

10. Provide students with job sheets.

11. Discuss job sheets and demonstrate the procedures outlined.

12. Have students complete job sheets.

13. Give written test.

14. Compile assignment-sheet scores, job-sheet ratings, and written-test score.

SUGGESTED ACTIVITIES

15. Reteach and retest as required.

Teaching suggestions

1. Demonstrate to students the word-processing and page-layout software utilized in the classroom.
2. Take students to tour a print shop or a typesetting facility.
3. Take students to tour a desktop-publishing operation.

   NOTE: Many newspapers utilize desktop publishing.
4. Have students collect samples of documents that have been created using desktop-publishing methods.

Resources used in developing this unit

1. *The Apple Guide to Desktop Publishing.* Cupertino, CA: Apple Computer, Inc., Summer 1989.
2. *Introduction to Microcomputer Applications.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, Inc., 1984.

Suggested supplemental resources

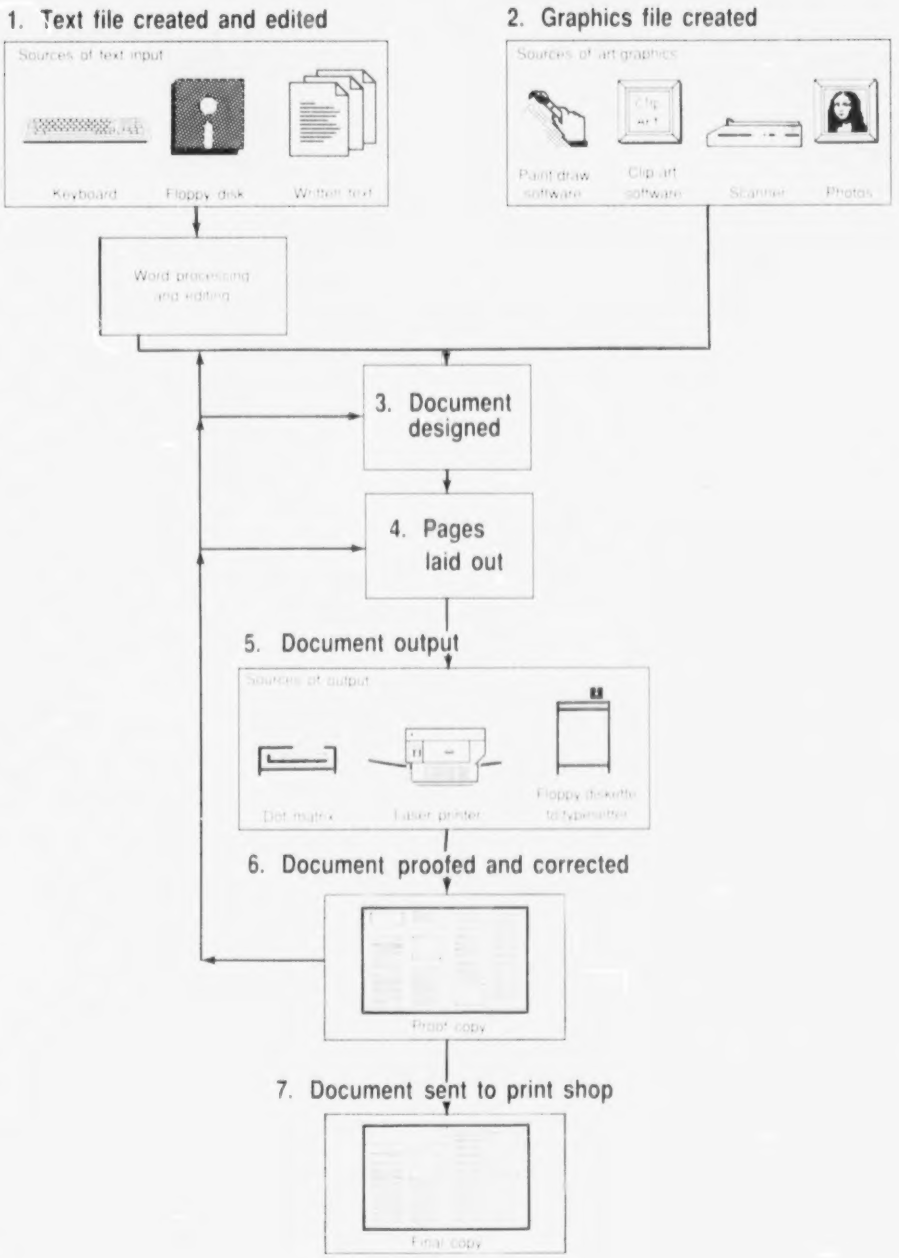
1. Page-layout software demonstration disks

• Aldus Corporation First Avenue, S. #200 Seattle, WA 98104 206-622-5500	Aldus PageMaker	IBM compatibles 411 or MacIntosh
• Quark, Inc. 300 S Jackson St., #100 Denver, CO 80209 1-800-356-9363	QuarkXPress	MacIntosh
• Letraset U.S.A. 40 Eisenhower Dr. Paramus, NJ 07653 1-800-343-8973	ReadySetGo	MacIntosh

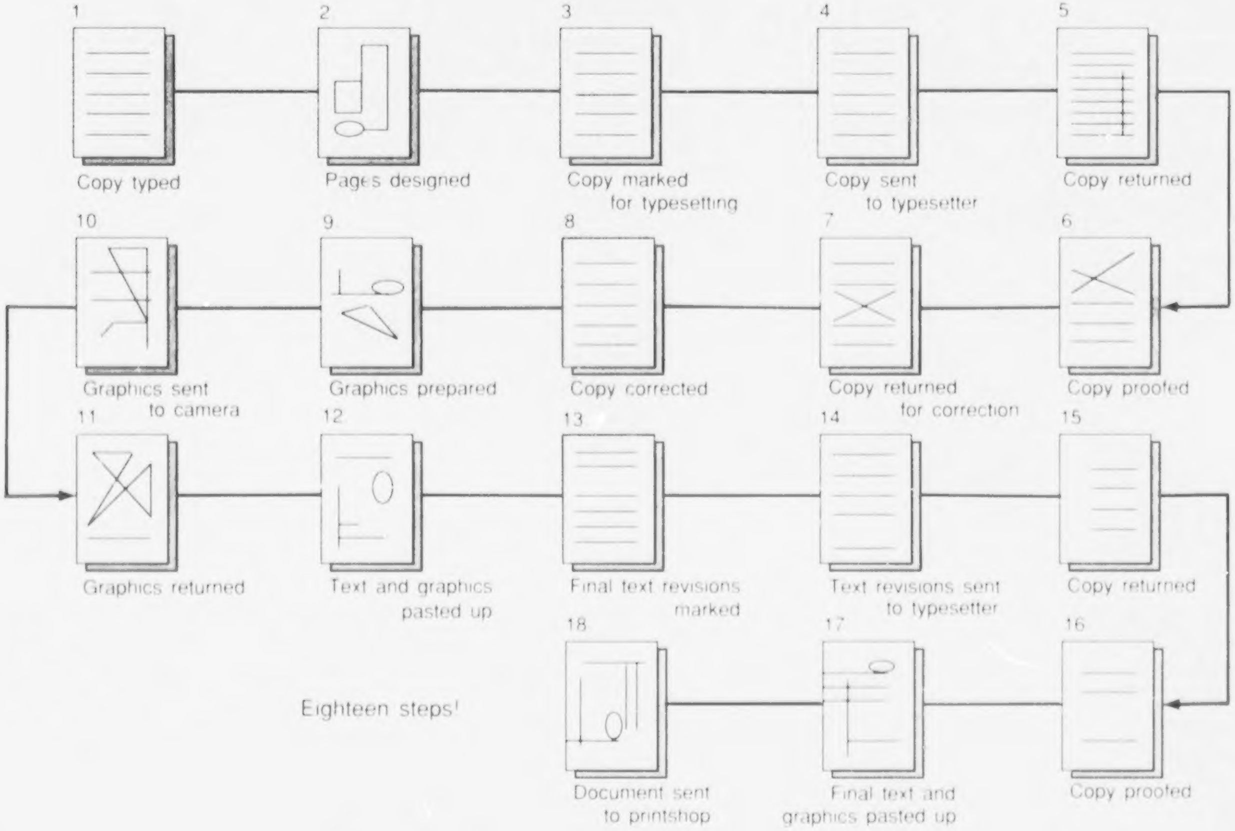
2. Graphics software demonstration disks

• SPC Software Publishing Corporation 1901 Landings Dr. Mountain View, CA 94039 1-800-345-2888	Harvard Graphics or Harvard Graphics Draw Partner	IBM compatibles

Typical Steps in a DTP Document-Production Cycle


1. Text file created and edited
Sources of text input
Keyboard
Floppy disk
Written text
Word processing and editing
2. Graphics file created
Sources of art graphics
Clip art
Paint draw software
Clip art software
Scanner
Photos
3. Document designed
4. Pages laid out
5. Document output
Sources of output
Dot matrix
Laser printer
Floppy diskette to typesetter
6. Document proofed and corrected
Proof copy
7. Document sent to print shop
Final copy

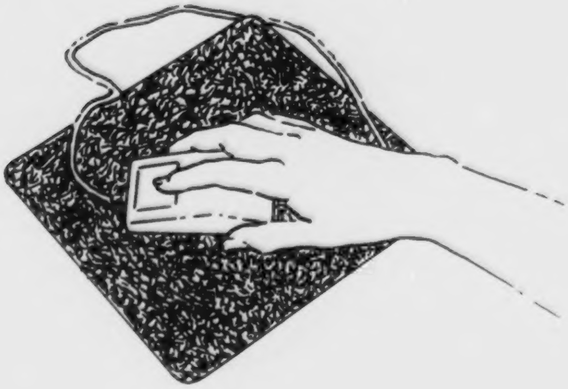
Typical Steps in a Conventional Phototypesetting Document-Production Cycle



1 Copy typed
2 Pages designed
3 Copy marked for typesetting
4 Copy sent to typesetter
5 Copy returned
6 Copy proofed
7 Copy returned for correction
8 Copy corrected
9 Graphics prepared
10 Graphics sent to camera
11 Graphics returned
12 Text and graphics pasted up
13 Final text revisions marked
14 Text revisions sent to typesetter
15 Copy returned
16 Copy proofed
17 Final text and graphics pasted up
18 Document sent to printshop

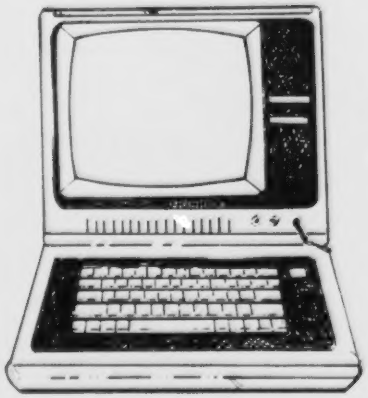
Eighteen steps!

Basic Mouse-Operation Terms



Point	To move tip of pointer on top of an item on monitor
Click	To quickly press and then release mouse button
Double-click	To quickly press and then release mouse button twice
Drag	To hold down mouse button while moving mouse to reposition pointer
Select	To point on a menu or graphic item **or** to highlight text and then click or drag mouse so that text will be affected by the next action taken

Sources of DTP Information



Computer and printer dealers

Hardware manufacturers

People and businesses that use DTP systems

University or technical-college personnel

Computer and DTP trade magazines, newsletters, and books

Vocational-education instructors

DTP associations

User groups

Software companies

INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

INFORMATION SHEET

1. **Terms and definitions associated with desktop publishing**

   a. **Cursor**—Character or marker indicating position on computer monitor

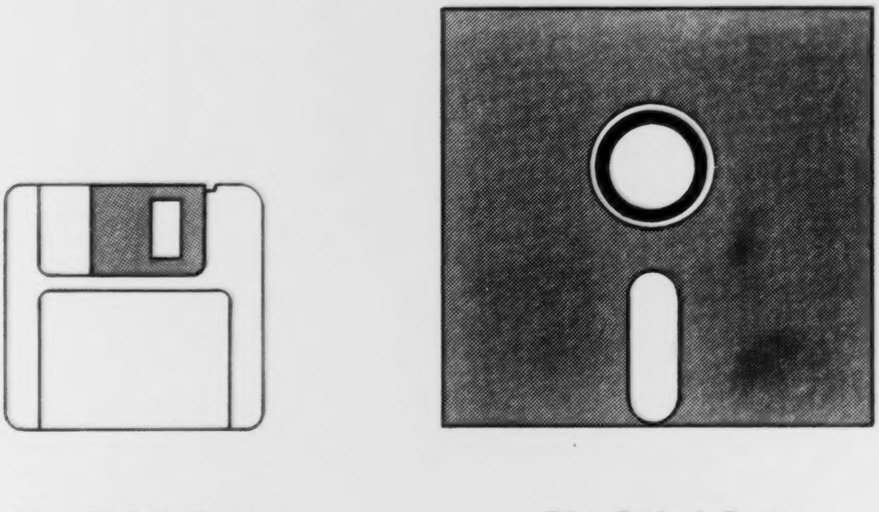
   NOTE: A cursor may appear as a square, underlined, or blinking character or marker.

   b. **Document**—Printed information usually combining text (copy) and graphics (artwork)

   c. **Floppy diskette** (floppy)—Removable plastic media used in computer to store and load information

   NOTE: Common floppy-diskette sizes are 3½ inch and 5¼ inch. See Figure 1.

FIGURE 1



(a) 3½-inch floppy diskette

(b) 5¼-inch floppy diskette

   d. **Floppy disk drive**—Mechanism on computer that reads from and writes information to floppy diskettes

INFORMATION SHEET

   e. **Hard drive**—Inflexible, magnetized, circular media permanently installed in computer to store and retrieve data

   f. **Layout**—Arrangement of text and graphics on a document

   g. **Media**—Common computer-technology term referring to the many types of materials used in data storage and retrieval

   h. **Menu**—List of computer-program options

2. **Definition of *desktop publishing*** (DTP)—Utilizing a personal computer, appropriate software, and an output device to combine text and graphics to produce a document

3. **Basic elements of a DTP system and their definitions**

   a. DTP operator—Individual responsible for operating DTP hardware and software

   b. Hardware—Equipment or physical parts of a DTP system

   c. Software—Programs that allow computer operator to operate DTP hardware efficiently

4. **Major types of DTP hardware and their functions** (see Figure 2)

   a. Keyboard—Used for entering information into computer

   b. Mouse—Used for controlling on-screen cursor or pointer when selecting items in pull-down menus, moving data, or drawing graphics in page-layout software

   c. Monitor—Used for displaying information entered into computer

   d. Central processing unit (CPU)—Used for executing program instructions

   e. Floppy disk drive—Used for reading from and writing information to floppy diskettes

   f. Printer—Used for printing information onto paper

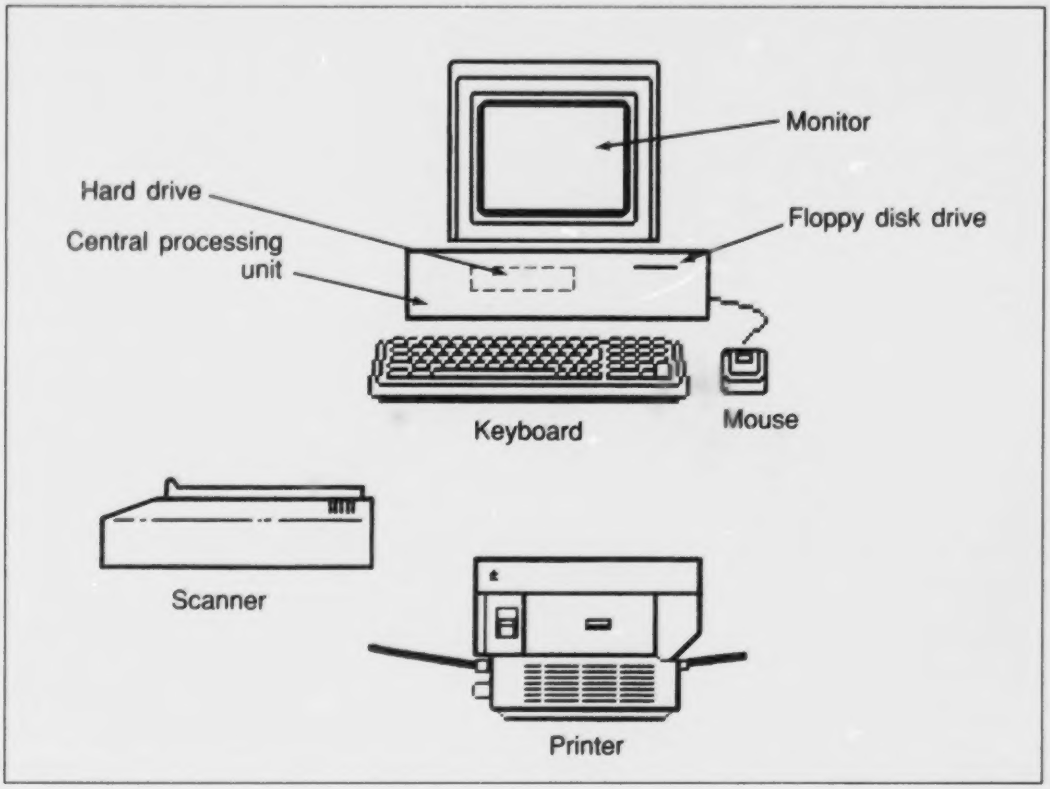
   g. Scanner—Used for converting photographic images or line art into information usable by computer

   h. Hard drive—Used for magnetically storing and loading information

   NOTE: Hard drives can be either internal or external.

INFORMATION SHEET

FIGURE 2


Monitor
Hard drive
Central processing unit
Floppy disk drive
Keyboard
Mouse
Scanner
Printer

5. **Major types of DTP software and their functions**

   a. Operating system—Used to tell computer how to manipulate information

   b. Word-processing software—Used to create or revise written text

   c. Page-layout software—Used to arrange and manipulate text and graphics

6. **Benefits of DTP**

   a. Combines the tasks of many individuals into one operation

   NOTE: In a conventional phototypesetting operation many different people contributed to the completion of the final camera-ready copy. Writers, editors, typesetters, camera operators, proofreaders, and graphic designers are some of the job titles involved in this type of operation. In DTP operations, many of these jobs are performed by one person.

   b. Provides more control over final editing, layout, and pasteup

INFORMATION SHEET

7. Factors to consider before purchasing a DTP system

a. Types of publications commonly produced

NOTE: The type of publication determines the size of the DTP system required.

b. Number of available staff

NOTE: DTP system can be valuable if staff size is limited because a DTP system can combine tasks assigned to many individuals and streamline production.

c. Amount of training time available

NOTE: Training time can be minimal for simple applications; more complex applications may require hiring consultants to train DTP operator(s). Question training consultants carefully on fees or rates. Some consultants base rates on number of individuals trained; others charge per hour of training without limiting group size.

d. Equipment and software currently available

NOTE: DTP may be accomplished on the equipment and software currently available to you, or you may have to acquire additional equipment. However, people who purchase DTP equipment often make two mistakes: (1) they do not fully utilize the equipment and software they presently own, and (2) they over-purchase new equipment. Be practical.

e. Cost-effectiveness in relation to use, available staff, and currently available equipment and software

8. Factors used to determine whether a document is suitable for DTP

NOTE: Frequently published multi-page documents that require numerous revisions are well suited for DTP.

a. Frequency of publication

b. Document size

c. Number and type of graphics required

d. Typical number of revisions required

e. Design capabilities required

f. Capabilities of existing DTP equipment

INFORMATION SHEET

9. **Simple DTP applications** (see Student Supplement 1)

   a. Resumes
   b. Business cards
   c. Flyers or brochures
   d. Advertisements
   e. Certificates
   f. Transparency masters
   g. Forms
   h. Form letters
   i. Directories
   j. Flow charts

10. **Complex DTP applications** (see Student Supplement 2)

   a. Proposals
   b. Annual or quarterly reports
   c. Magazines
   d. Newspapers
   e. Catalogs
   f. Books/booklets
   g. Technical reports
   h. Newsletters

11. **Basic DTP operating procedures and their definitions**

   a. Boot the computer—To start computer using operating system

   b. Format a diskette—To prepare diskette so that computer can store information on it

   c. Back up a diskette—To duplicate a file or diskette in case original is lost or destroyed

   NOTE: It is very important to make backup diskettes for both hard-drive and floppy-drive systems.

12. **Basic features of mouse operation**

   a. A mouse may have one, two, or three buttons, but the left button is usually the "main" mouse button

   b. A pointer moves across the monitor screen as the mouse is moved across the work surface

   NOTE: Generally, the mouse can be lifted and repositioned on the work surface without changing the position of the pointer on the monitor screen.

   c. The shape of the pointer may change as different tasks are selected

   NOTE: The typical pointer shape is an arrow, but the arrow shape changes with some functions. For example, the arrow shape may change to a + when the line-draw function is selected.

INFORMATION SHEET

13. Terms associated with basic mouse operations and their definitions

a. Point—To move tip of pointer on top of an item on monitor

b. Click—To quickly press and then release mouse button

c. Double-click—To quickly press and then release mouse button twice

d. Drag—To hold down mouse button while moving mouse to reposition pointer

e. Select—To point on a menu or graphic item **or** to highlight text and then click or drag mouse so that text will be affected by the next action taken

14. Typical DTP job classifications and their functions

NOTE: Desktop-publishing workers can be classified into various numbers of job classifications depending upon the number of individuals available in the DTP operation; however, the job classifications listed below are typical of many DTP organizational charts.

a. Writer—Creates text and may create graphics to accompany text

b. Keyboard operator (word processor, secretary)—Enters text into word-processing system

c. Designer (layout artist)—Designs and plans layout

d. Artist—Designs and creates graphics not suitable for DTP production

e. DTP operator—Arranges and manipulates text using page-layout software; may operate scanner; prints text

f. Editor/proofreader—Checks printed copy for errors and necessary revisions

g. Project coordinator—Manages DTP production process

15. Characteristics of a professional DTP operator

a. Has good organizational skills

NOTE: The DTP operator must be familiar with his or her job description to plan efficiently and avoid last-minute crisis situations.

b. Is able to meet deadlines and handle stress

c. Is able to take initiative and work independently

d. Has good writing skills

e. Understands written and verbal instructions

INFORMATION SHEET

f. Is patient, flexible, and open to change

NOTE: A DTP operator must be aware that editorial changes happen frequently and must be able to accept criticism as an evaluation of a job, not of a person.

g. Has good problem-solving skills and is able to make decisions

h. Is an accurate keyboard operator and a good proofreader

i. Is able to work effectively in teams

j. Handles other's materials with respect and maintains confidences when necessary

k. Knows copyright law

16. Characteristics of a quality DTP work environment

a. Provides comfortable, adjustable chairs that adequately support operator's lower back and encourage good posture

NOTE: Pump chairs that allow the user to adjust the height to fit his or her size are helpful when several individuals use the same workstation.

b. Provides work surfaces at or adjustable to the optimum height of 25 to 26½ inches from floor to work surface

NOTE: Work surfaces positioned at the optimum height allow the operator to relax his or her shoulders, arms, and wrists.

c. Provides adequate temperature and humidity control

d. Provides for appropriate shift lengths and work breaks

NOTE: Operators should be encouraged to stand up and walk away from a workstation to relax eyes and back and shoulder muscles. A break of even a few minutes will improve productivity and accuracy.

e. Provides proper lighting to prevent glare on monitor

f. Provides monitor that allows for proper adjustment of contrast and brightness

NOTE: Eyestrain results from a monitor that is too bright or too dim.

INFORMATION SHEET

17. Copyright law applying to DTP

NOTE: Copyright laws apply to everyone and are intended to protect the rights of individuals, groups, or organizations that create original work. Further information on copyright law may be obtained by writing to the Copyright Office, Library of Congress, Washington, DC 20559.

a. Using copyrighted material without acknowledging and contacting the author or publisher for permission is illegal; violation of copyright law carries strict penalties

NOTE: Using text material from a published document or using graphics without permission is copyright infringement. DTP operators should always check material for copyright notices.

b. Duplicating copyrighted software is illegal

NOTE: An individual is permitted to make additional copies of software *only* for backup or archival purposes. *Pirating* is the common term for unauthorized duplication of software.

18. Elements in an official U.S. copyright notice

NOTE: A DTP publication can be copyrighted if you include an official copyright notice in the publication. There is no required form for official copyright notices, but they must include the following three elements.

a. The symbol ©, the word "Copyright," or the abbreviation "Copr."

b. The year of first publication

c. The name of the copyright owner

NOTE: The following are all examples of official copyright notices that contain the three required elements.

- © 1989 Allen F. Smith
- Copyright 1989 Allen F. Smith
- Copr. 1989 Allen F. Smith

19. Sources of DTP information

a. Computer and printer dealers

b. Software companies

c. Hardware manufacturers

d. Computer and DTP magazines, newsletters, and books

INFORMATION SHEET

NOTE: Following are two of the more popular DTP magazines and addresses for subscription.

PC Publishing
P.O. Box 5050
Des Plaines, IL 60019-9435

(Desktop publishing/presentation graphics for IBM and compatible PC users)

Publish!
Subscription Department
P.O. Box 51966
Boulder, CO 80321-1966

(Desktop publishing for both PCs and Macs)

e. University or technical-college personnel

f. Vocational-education instructors

g. DTP associations

NOTE: Information regarding the National Association of Desktop Publishers can be obtained by writing P.O. Box 508, Kenmore Station, Boston, MA 02215-9998 or phoning (617) 437-6472. The association provides support through a journal, newsletter, book catalog, source book, electronic information exchange, magazine subscriptions, and discounts on hardware, software, and accessories.

h. People and businesses that use DTP systems

i. User groups

EXAMPLES:

MacUser
P.O. Box 52461
Boulder, CO 80321-2461

(Desktop publishing and other applications for Macs)

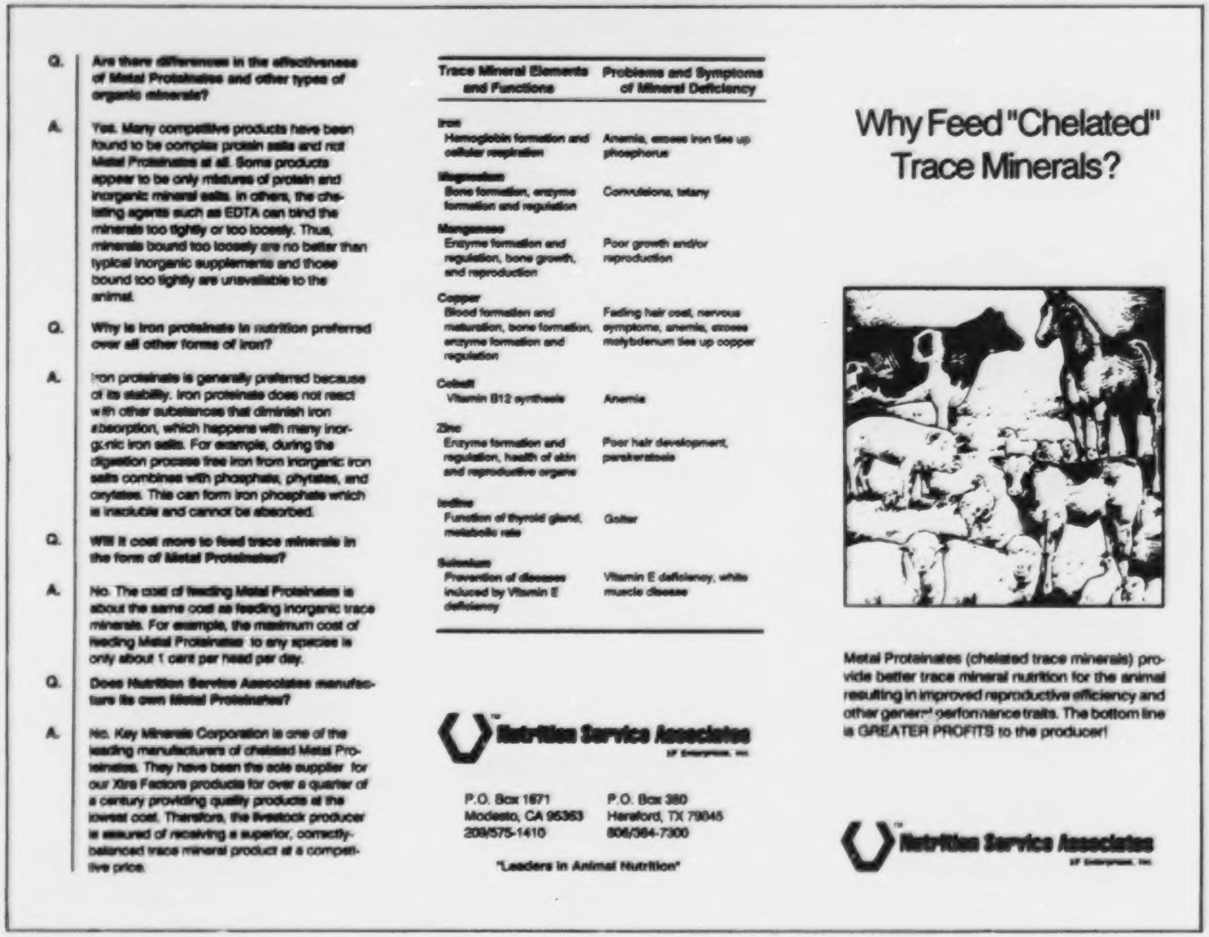
MacWorld
Subscription Dept.
P.O. Box 51666
Boulder, CO 80321-1666

INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

STUDENT SUPPLEMENT 1—SIMPLE DTP APPLICATIONS

STUDENT SUPPLEMENT 1

Three-Panel Brochure



Q. **Are there differences in the effectiveness of Metal Proteinates and other types of organic minerals?**

A. Yes. Many competitive products have been found to be complex protein salts and not Metal Proteinates at all. Some products appear to be only mixtures of protein and inorganic mineral salts. In others, the chelating agents such as EDTA can bind the minerals too tightly or too loosely. Thus, minerals bound too loosely are no better than typical inorganic supplements and those bound too tightly are unavailable to the animal.

Q. **Why is iron proteinate in nutrition preferred over all other forms of iron?**

A. Iron proteinate is generally preferred because of its stability. Iron proteinate does not react with other substances that diminish iron absorption, which happens with many inorganic iron salts. For example, during the digestion process free iron from inorganic iron salts combines with phosphate, phytates, and oxylates. This can form iron phosphate which is insoluble and cannot be absorbed.

Q. **Will it cost more to feed trace minerals in the form of Metal Proteinates?**

A. No. The cost of feeding Metal Proteinates is about the same cost as feeding inorganic trace minerals. For example, the maximum cost of feeding Metal Proteinates to any species is only about 1 cent per head per day.

Q. **Does Nutrition Service Associates manufacture its own Metal Proteinates?**

A. No. Kay Minerals Corporation is one of the leading manufacturers of chelated Metal Proteinates. They have been the sole supplier for our Xtra Factors products for over a quarter of a century providing quality products at the lowest cost. Therefore, the livestock producer is assured of receiving a superior, correctly-balanced trace mineral product at a competitive price.

Trace Mineral Elements and Functions	Problems and Symptoms of Mineral Deficiency
Iron Hemoglobin formation and cellular respiration	Anemia, excess iron ties up phosphorus
Magnesium Bone formation, enzyme formation and regulation	Convulsions, tetany
Manganese Enzyme formation and regulation, bone growth, and reproduction	Poor growth and/or reproduction
Copper Blood formation and maturation, bone formation, enzyme formation and regulation	Fading hair coat, nervous symptoms, anemia, excess molybdenum ties up copper
Cobalt Vitamin B12 synthesis	Anemia
Zinc Enzyme formation and regulation, health of skin and reproductive organs	Poor hair development, parakeratosis
Iodine Function of thyroid gland, metabolic rate	Goiter
Selenium Prevention of diseases induced by Vitamin E deficiency	Vitamin E deficiency, white muscle disease

Nutrition Service Associates™
XF Enterprises, Inc.

P.O. Box 1671
Modesto, CA 95353
209/575-1410

P.O. Box 380
Hereford, TX 79045
806/364-7300

"Leaders in Animal Nutrition"

Why Feed "Chelated" Trace Minerals?

Metal Proteinates (chelated trace minerals) provide better trace mineral nutrition for the animal resulting in improved reproductive efficiency and other general performance traits. The bottom line is GREATER PROFITS to the producer!

Nutrition Service Associates™
XF Enterprises, Inc.

Used with permission of XF Enterprises, Inc.

STUDENT SUPPLEMENT 1

Three-Panel Brochure (continued)

NUTRITION SERVICE ASSOCIATES

Nutrition Service Associates recognized the benefits of using Metal Proteinates in the early 1960's. We have continued to refine their use by adjusting the ratios of chelated trace minerals to inorganic minerals. From this effort, we have gained "hands-on" experience in developing superior trace mineral products for the livestock industry. Our Xtra Factors program has a proven track record of effective and successful usage for more than a quarter of a century.

Q. What are inorganic minerals and why are they essential for proper nutrition?

A. Inorganic minerals are compounds taken from the earth by mining, or any chemical element of either metallic or nonmetallic origin which occur in nature. They are especially vital to the body functions of the animal. Inorganic minerals contribute to the healthy formation of bones, teeth, protein, enzyme systems, fluid and fat functions of the body. Two sources of inorganic minerals are available to livestock: through natural feeds or by supplementation. Since animals may not receive adequate amounts of minerals through natural feeds, supplemental feeding is needed to provide the proper balance necessary for good nutrition.

Q. What is the difference between common inorganic minerals and Metal Proteinates?

A. Inorganic minerals are substances found in nature or mined from the earth. Proteinates are substances that have been chemically arranged so they are bound by a highly nutritive and absorbable organic compound commonly known as protein.

As defined by A.A.F.C.O. (state feed control officials), a Metal Proteinate results from the chelation of a soluble salt with amino acids and/or partially hydrolized protein. There are many examples of metal chelates (pronounced "key-lates") in nature including minerals in meats, vegetables, bread, eggs, nuts, chlorophyll, milk, and Vitamin B12.

Q. Why are Metal Proteinates (chelated trace minerals) so important to proper nutrition?

A. Metal Proteinates have two major advantages over inorganic minerals. They are more easily and efficiently absorbed through the intestinal membrane and have more stability when passing through the stomach for maximum absorption in the small intestine.

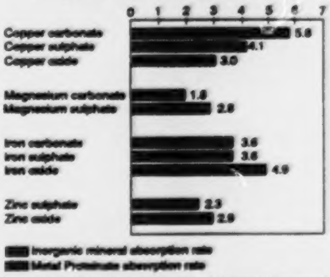
Q. Why are Metal Proteinates better absorbed than any other form of mineral?

A. The chelation process converts minerals into their most usable form: neutrally charged metal proteinates. Normal inorganic minerals are positively charged. Since the intestine is negatively charged, normal inorganic minerals are not easily absorbed and are passed out in the feces. Neutrally charged Metal Proteinates pass freely through the membranes of the small intestine and are completely available to the animal.

Q. How much more absorbable are Metal Proteinates than the common inorganic forms?

A. The absorption rate varies for each mineral. As an example, copper carbonate is 5.8 times more absorbable than the inorganic form of copper. Other examples appear in the chart.

Comparison of Absorption Rates of Inorganic Minerals and Metal Proteinates



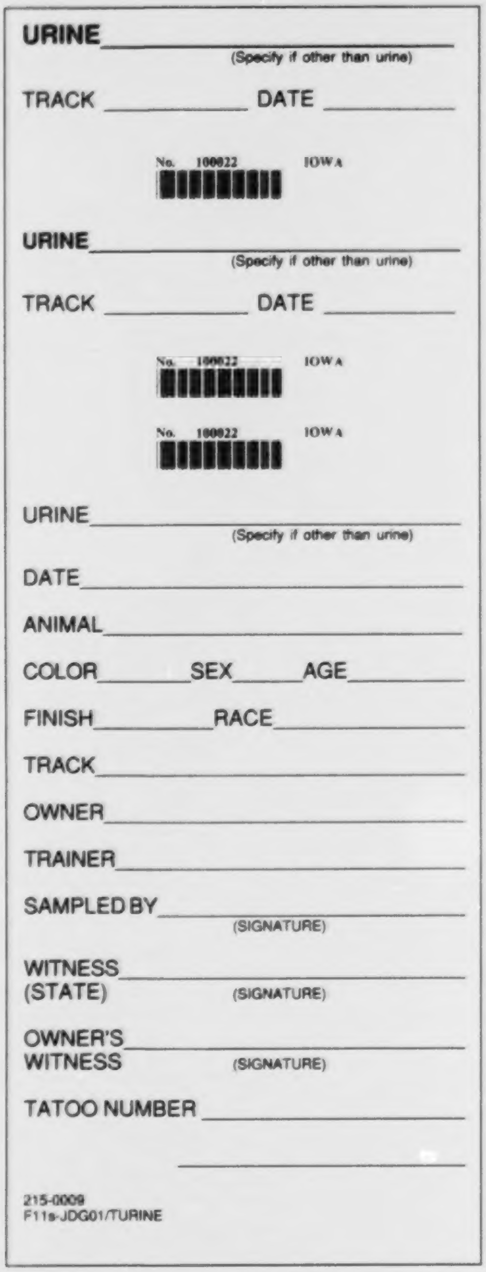
Source: D.J. Graff, et al., "Absorption of Minerals Compared With Chelates Made From Various Protein Sources Into Rat Jejunal Slices in Vitro" (Paper presented at the Utah Academy of Arts, Letters and Sciences) 1970.

Q. What is proper chelate trace mineral nutrition?

A. Proper chelate trace mineral nutrition means a correct balance between inorganic minerals and Metal Proteinates. For example, Metal Proteinates only react in the lower pH of the intestine. If there are too many Metal Proteinates they will only be reactive in the lower gut and the rumen "bugs" will be short changed. Likewise, too many inorganic minerals will not allow the Metal Proteinate potential to be achieved in the lower gut.

STUDENT SUPPLEMENT 1

Form



URINE ____________________
(Specify if other than urine)

TRACK __________ DATE __________

No. 100022 IOWA

URINE ____________________
(Specify if other than urine)

TRACK __________ DATE __________

No. 100022 IOWA

No. 100022 IOWA

URINE ____________________
(Specify if other than urine)

DATE ____________________

ANIMAL ____________________

COLOR ______ SEX ______ AGE ______

FINISH ________ RACE ________

TRACK ____________________

OWNER ____________________

TRAINER ____________________

SAMPLED BY ____________________
(SIGNATURE)

WITNESS ____________________
(STATE) (SIGNATURE)

OWNER'S ____________________
WITNESS (SIGNATURE)

TATOO NUMBER ______________

____

215-0009
F11s-JDG01/TURINE

Courtesy of Steve Matchinsky, First Interstate Information Systems, Des Moines, IA.

STUDENT SUPPLEMENT 1

Two-Page Form Letter

MAVCC
Mid-America Vocational Curriculum Consortium

March 27, 1990

Variable 1
Variable 2

ATTENTION: COPYRIGHTS/PERMISSIONS

The Mid-America Vocational Curriculum Consortium (MAVCC) is a nonprofit educational agency that produces instructional materials for vocational and technical education in an 11-state area from North Dakota to Texas.

MAVCC and Variable 3 are currently developing a competency-based instructional manual to be titled Variable 4. The manual will be used in Variable 5 programs. This is a request to adapt the following drawings to be used in this publication.

Title: ____
____

Copyright date: ______________

Supervising editor: ________________________

Description of material: ____
____
____

I am requesting permission to adapt these drawings to be used as a Variable 6 in the Variable 7 unit of the MAVCC publication.

Please see attached copies of (1) pages from your publication and (2) rough-draft versions of the way your materials will be presented in the MAVCC publication.

STUDENT SUPPLEMENT 1

Two-Page Form Letter (continued)

Variable 1
March 27, 1990
Page 2

If permission to adapt these drawings is granted, I will list your publication as a recommended reference in the Suggested Activities section of the unit and will provide the credit line below in the component where the materials will be printed.

____

____

____

If this is acceptable, I would appreciate receiving the signed form below from you within thirty days. If you should need to contact me concerning this request, please call (000) 555-5555 and ask for Variable 8. Thank you very much for your time and consideration.

Sincerely,

Variable 8
Curriculum Specialist

Attachments
Enclosures

- -

Variable 1

Variable 7

Permission granted: ______________________________
(Signature)

Conditions, if any: ______________________________

____

STUDENT SUPPLEMENT 1

Phone Directory

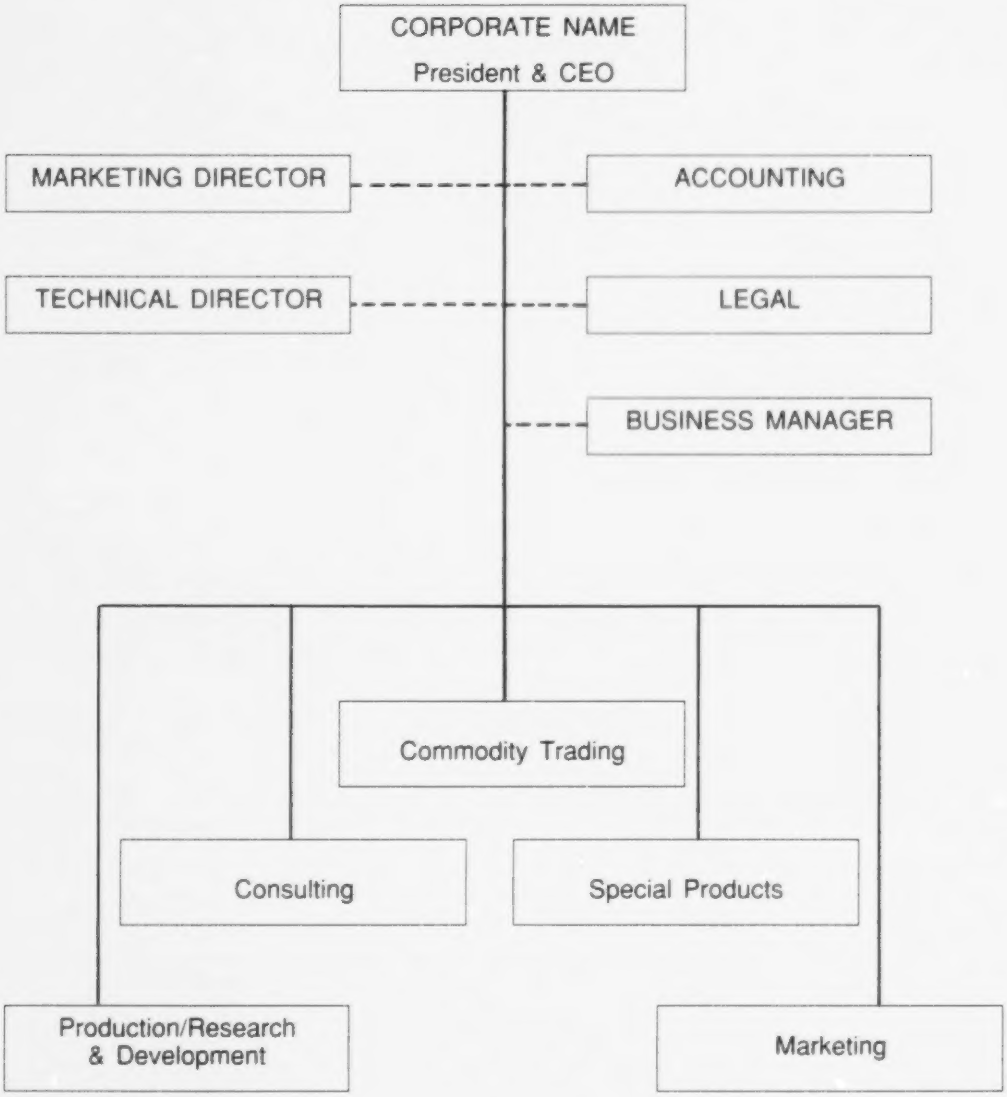
FIRST INTERSTATE BANK OF DES MOINES

Name	Location	Extension
MOTOR BANK		
Carnahan, Elizabeth	Motor Bk	7250
Davis, Maryella*	Motor Bk	7217
Joynt, Joann	Motor Bk	7250
NORMANDY TERRACE OFFICE (7171)		
Alford, Deb	Normandy	223-1615
Langin, Jim	Normandy	223-1615
Maley, Patty	Normandy	223-1615
Moller, Kim	Normandy	223-1615
Thompson, Peggy	Normandy	223-1615
Wenger, Lynne	Normandy	223-1615
Wolfe, Vicki	Normandy	223-1615
PRIVATE BANKING		
Arens, David - VP ***	1st Floor	7040
Hein, Barbara - VP ***	1st Floor	7124
Hutton, Jenny	1st Floor	7068
Koenig, Susie	1st Floor	7067
REAL ESTATE/MORTGAGE LOAN		
Schweers, John - VP ***	W.D.M.	223-9070
Simmons, Linda	W.D.M.	223-6789
RECEPTIONIST		
Wagner, Patty	1st Floor	7030
RETAIL ADMINISTRATION		
Reis, Dick - Sr. VP ***	1st Floor	7164
RETAIL CREDIT		
Besh, Kirk	1st Floor	7035
Coles, Pam	1st Floor	7227
Gross, Al*	1st Floor	7247
Koerber, Penny	1st Floor	7248
Morrow, Tom	1st Floor	7269
Zook, Don	1st Floor	7175

Courtesy of Steve Matchinsky, First Interstate Information Systems, Des Moines, IA. Used with permission of First Interstate Bank of Des Moines.

STUDENT SUPPLEMENT 1

Flowchart


CORPORATE NAME
President & CEO
MARKETING DIRECTOR
ACCOUNTING
TECHNICAL DIRECTOR
LEGAL
BUSINESS MANAGER
Commodity Trading
Consulting
Special Products
Production/Research & Development
Marketing

INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

STUDENT SUPPLEMENT 2—COMPLEX DTP APPLICATIONS

STUDENT SUPPLEMENT 2

Technical Report

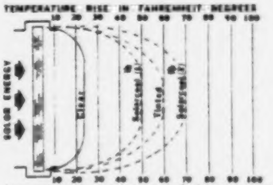
COMMERCIAL TECHNOTES February 1, 1989 No. 8
TECHNICAL INFORMATION FOR PELLA COMMERCIAL SALES

SLIMSHADE BLINDS AND ENVIRONMENTAL GLASS

Important design considerations must be taken into account when environmental glass is specified for a project. All glasses are heat absorbing; however, environmental glass can reach considerably higher temperatures than clear. (See figure below). If a portion of the heated glass becomes subjected to a change in temperature, extreme temperature differences can develop. As a result, the glass becomes thermally stressed and breakage may occur. Factors that contribute to the magnitude of thermal stress are

- Building orientation
- Glass size and shape
- Indoor shading
- Heating register location
- Cold weather conditions
- Outdoor shading
- Frame systems

All the above-mentioned factors must be considered by the architect to determine what type of glazing will withstand the estimated thermal stresses.



Temperature Distribution on 1/4" thickness glass after 1/2" hour exposure on Sunny Elevation.

*Glass Surface Number

Since Slimshade Blinds are a contributing factor to thermal stress, it is important that the architect include this factor into his/her estimation when determining glazing requirements. However, as a rule of thumb, the following guidelines can be used.

PUBLISHED BY THE COMMERCIAL DEPARTMENT
ROLSCREEN COMPANY
PELLA, IOWA

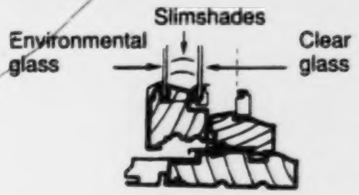
Courtesy of Steve Matchinsky, First Interstate Information Systems, Des Moines, IA. Used with permission of the Rolscreen Company, Pella, IA.

Technical Report (continued)

COMMERCIAL TECHNOTES
No. 8
February 1, 1989

Annealed prime glazing may be used for the following conditions.

CONDITION

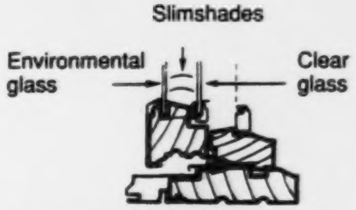


RECOMMENDATIONS

Type	Thickness	Perimeter (max.)*
Solar Bronze	1/8"	220"
Solar Gray	1/8"	220"
Gray Lite	1/8"	80"

*If the glazing is greater than the maximum perimeter inches, or 3/16" glass is required, please find out the required glass type, cladding color, Slimshade color, location, and details of shading, and then contact the Commercial Department for recommendations.

CONDITION



RECOMMENDATIONS

The environmental glass used in the Double Glazing Panel does not require heat-strengthening or tempering, unless building or safety codes require it. However, environmental glass on the interior can absorb enough heat to make it uncomfortable to the senses when near the window. This potential problem is most noticeable when using brown Slimshades and Solar Cool D.G.P.'s.

If you would like to know more about estimating thermal stress, P.P.G. publishes a material called "Technical Service Report No. 130-Stress Estimating".

STUDENT SUPPLEMENT 2

Multi-Page Two-Column Booklet

IOWA JOBS

Qualifications: More than a High School Education, but less than Four Years of College

Department of Employment Services
Labor Market Information
1000 E. Grand Avenue
Des Moines, Iowa 50319

(515)281-8183
January 1989

Courtesy of Steve Matchinsky, First Interstate Information Systems, Des Moines, IA. Used with permission of Iowa Department of Employment Services

STUDENT SUPPLEMENT 2

Multi-Page Two-Column Booklet (continued)

MANAGERS, ALL OTHER ADMINISTRATORS

This category includes a wide range of work titles such as newspaper circulation manager, fund-raising director, residence supervisor, assistant director of parks, etc. These workers sometimes direct the work of relatively few people, but may serve as aides to higher-level managers. These workers may perform some production work at peak times, but their main usefulness is their oral and written communicative skills and their training in record keeping and helping to run the business. These people hold positions that through experience, frequently lead to top-management or executive positions.

Working conditions

Conditions vary widely with each industry, but most of these managers help their workers at times, take care of worker scheduling, order supplies, make work assignments, and provide reports and information to an owner or upper manager. People in these positions may have an opportunity to gain a great deal of experience quickly because they deal directly with the production people, the customer, and the owner or upper manager.

Outlook

In 1986, 6,748 people held positions in this class in Iowa. During the next two years, 280 openings are expected to occur in Iowa. These openings will be because other workers have died, left the labor force, or retired, or because of the growth of some businesses.

Wages

	average per hour	entry level per hour
Credit Manager	$9.90	$8.00
Advertising Manager	$9.60	$7.20
Manager, Store	$9.40	$7.30
Office Manager	$11.90	$8.40

MANAGERS, FOOD SERVICE AND LODGING

Food service and lodging managers may also be called fast-food managers, hotel managers, executive housekeepers, front-office managers, and lodging managers. They are responsible for the profitable operation of the establishment. They determine room rates, oversee restaurant operations, and supervise the staff. They may order supplies, handle advertising and public relations, handle payroll, and balance cash registers. In larger hotels, they usually have several assistants, each responsible for a separate department, such as food service, sales, guest services, or personnel.

Working conditions

Since hotels are open around the clock, managers must be available twenty-four hours per day. Food-service and lodging managers relocate frequently at the convenience of the company. In smaller establishments they may have to fill in for absent employees or when other employees get behind in their work.

Outlook

In 1986, there were 4,385 food-service and lodging managers working in Iowa. Over the next two years, 166 openings are expected to be available. All of those openings will be due to other workers retiring, dying, or leaving the labor force.

Wages

	average per hour	entry level per hour
Fast Food Manager Trainee	$4.60	$3.20
Fast Food 2nd Manager	$5.80	$3.35
Fast Food Manager, Services	$7.70	$3.10

MANUFACTURERS' REPRESENTATIVE (sales representatives)

Manufacturers' representatives sell mainly to other businesses, factories, banks, wholesalers,

STUDENT SUPPLEMENT 2

Multi-Page Two-Column Booklet (continued)

and retailers. They also sell to hospitals, schools, libraries, and institutions. They visit possible buyers to tell them about their products, analyze the buyers' needs, suggest how their products can meet these needs, and take orders.

Working conditions

Manufacturers' representatives usually have large territories and do considerable traveling. They may be away from home for several days or weeks at a time. Others work near their home base. They call at the time most convenient to customers and may have to travel at night or on weekends. Frequently they spend evenings writing reports or discussing strategies with their bosses or other workers.

Outlook

In 1986, there were 10,438 people working as a manufacturers' representatives in Iowa. Over the next two years, 317 openings are expected to be available. All of those openings will be because other workers have retired, died, or left the labor force.

Wages

	average per hour	entry level per hour
Sales Representative	$10.70	$3.50
Sales Rep., Advertising	$ 8.00	$4.00

The earnings of many manufacturers' representatives are based on commission.

NURSES, REGISTERED (RN), LICENSED PRACTICAL (LPN)

In hospitals, LPNs take and record temperatures and blood pressures, change dressings, administer certain prescribed medicines, and help patients with bathing and other personal hygiene. RNs observe, compare, and record symptoms and reactions and progress of patients; administer medications; assist in the rehabilitation of patients; and instruct patients and family members in proper health care.

Working conditions

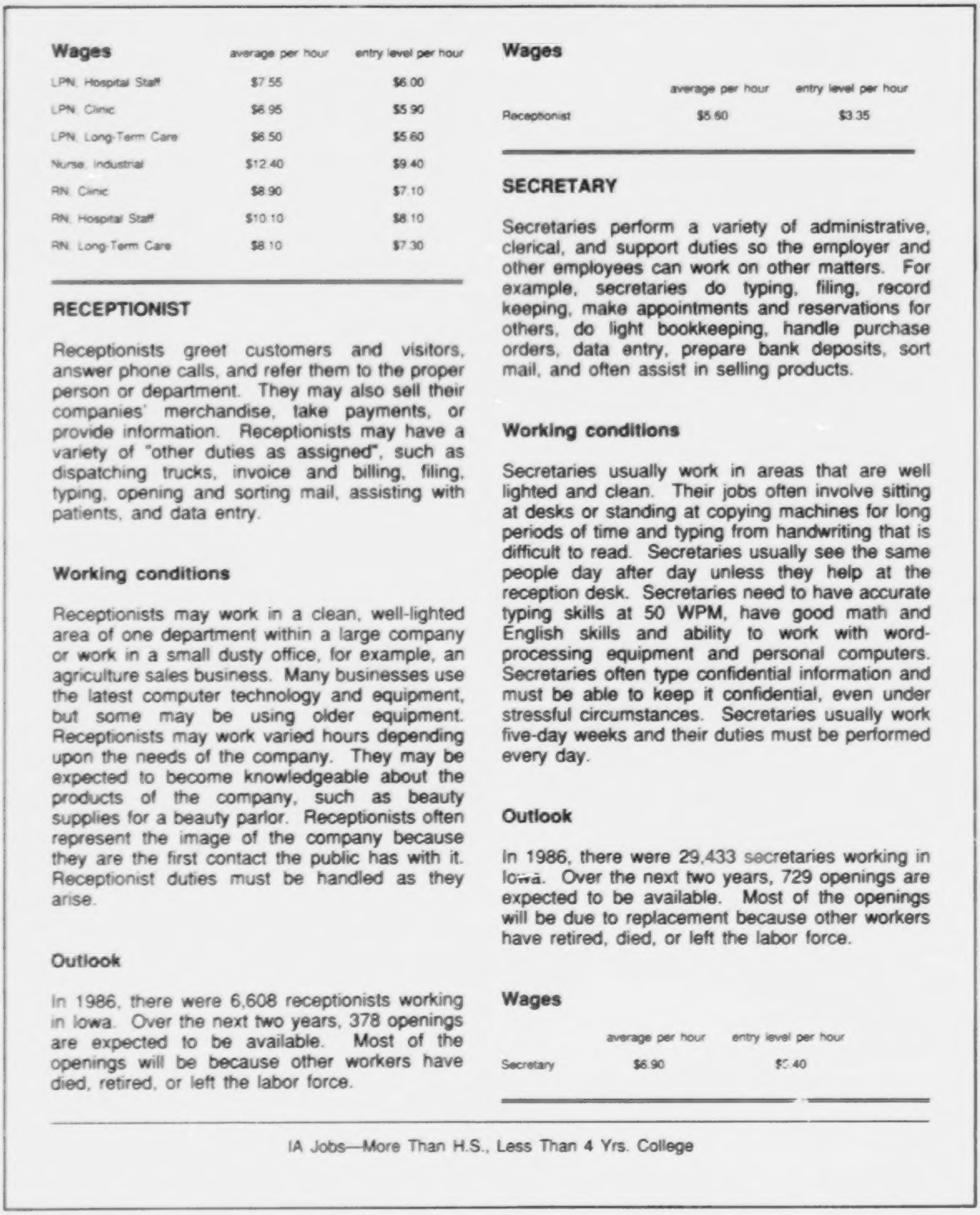
LPNs work under the direction of Physicians and RNs. RNs may be called Hospital Nurse, Private Duty Nurse, Community Health Nurse, Office Nurse, Occupational Health or Industrial Nurses. Nurses usually work indoors, but Community Health Nurses will travel to patients in all types of weather and to a variety of locations. Nurses generally work 40 hours per week, which often includes nights and weekends and holidays. RNs and LPNs need to be calm under life-threatening situations. They should be able to treat patients as individuals when they are elderly, heavily sedated, in pain, afraid of dying, lonely, or feel as though they have lost control of their lives.

Outlook

In 1986, there were 18,955 RNs working in Iowa. Over the next two years, 889 openings are expected to be available. The openings will be due equally to growth and replacement. In 1986, there were 7,421 LPN's working in Iowa. Over the next two years, 368 openings are expected to be available. The openings are due to both growth and replacement.

STUDENT SUPPLEMENT 2

Multi-Page Two-Column Booklet (continued)



Wages

	average per hour	entry level per hour
LPN, Hospital Staff	$7.55	$6.00
LPN, Clinic	$6.95	$5.90
LPN, Long-Term Care	$6.50	$5.60
Nurse, Industrial	$12.40	$9.40
RN, Clinic	$8.90	$7.10
RN, Hospital Staff	$10.10	$8.10
RN, Long-Term Care	$8.10	$7.30

RECEPTIONIST

Receptionists greet customers and visitors, answer phone calls, and refer them to the proper person or department. They may also sell their companies' merchandise, take payments, or provide information. Receptionists may have a variety of "other duties as assigned", such as dispatching trucks, invoice and billing, filing, typing, opening and sorting mail, assisting with patients, and data entry.

Working conditions

Receptionists may work in a clean, well-lighted area of one department within a large company or work in a small dusty office, for example, an agriculture sales business. Many businesses use the latest computer technology and equipment, but some may be using older equipment. Receptionists may work varied hours depending upon the needs of the company. They may be expected to become knowledgeable about the products of the company, such as beauty supplies for a beauty parlor. Receptionists often represent the image of the company because they are the first contact the public has with it. Receptionist duties must be handled as they arise.

Outlook

In 1986, there were 6,608 receptionists working in Iowa. Over the next two years, 378 openings are expected to be available. Most of the openings will be because other workers have died, retired, or left the labor force.

Wages

	average per hour	entry level per hour
Receptionist	$5.60	$3.35

SECRETARY

Secretaries perform a variety of administrative, clerical, and support duties so the employer and other employees can work on other matters. For example, secretaries do typing, filing, record keeping, make appointments and reservations for others, do light bookkeeping, handle purchase orders, data entry, prepare bank deposits, sort mail, and often assist in selling products.

Working conditions

Secretaries usually work in areas that are well lighted and clean. Their jobs often involve sitting at desks or standing at copying machines for long periods of time and typing from handwriting that is difficult to read. Secretaries usually see the same people day after day unless they help at the reception desk. Secretaries need to have accurate typing skills at 50 WPM, have good math and English skills and ability to work with word-processing equipment and personal computers. Secretaries often type confidential information and must be able to keep it confidential, even under stressful circumstances. Secretaries usually work five-day weeks and their duties must be performed every day.

Outlook

In 1986, there were 29,433 secretaries working in Iowa. Over the next two years, 729 openings are expected to be available. Most of the openings will be due to replacement because other workers have retired, died, or left the labor force.

Wages

	average per hour	entry level per hour
Secretary	$6.90	$5.40

STUDENT SUPPLEMENT 2

Multi-Page Two-Column Booklet (continued)

SECURITY GUARD

Security guards patrol grounds, inspect property, check employees or visitors in and out, and survey crowds to ensure against shoplifting, rowdiness, or vandalism. Guards write reports and keep logs of activities at the facility being guarded. Guards may also be called armored-car drivers, airline security representatives, bodyguards, bouncers, or merchant patrollers.

Working conditions

Security guards are usually on their feet many hours, deal with difficult people and situations, spend may hours alone, and work nights, weekends, and holidays. Some security guards work for security firms and cover several locations by car.

Outlook

In 1986, there were 4,309 security guards working in Iowa. Over the next two years, 449 openings are expected to be available. Most of the openings will be because workers have retired, died, or left the labor force.

Wages

	average per hour	entry level per hour
Watchguard	$7.90	$3.35

SUPERVISORS, MANAGERS, FIRST-LINE

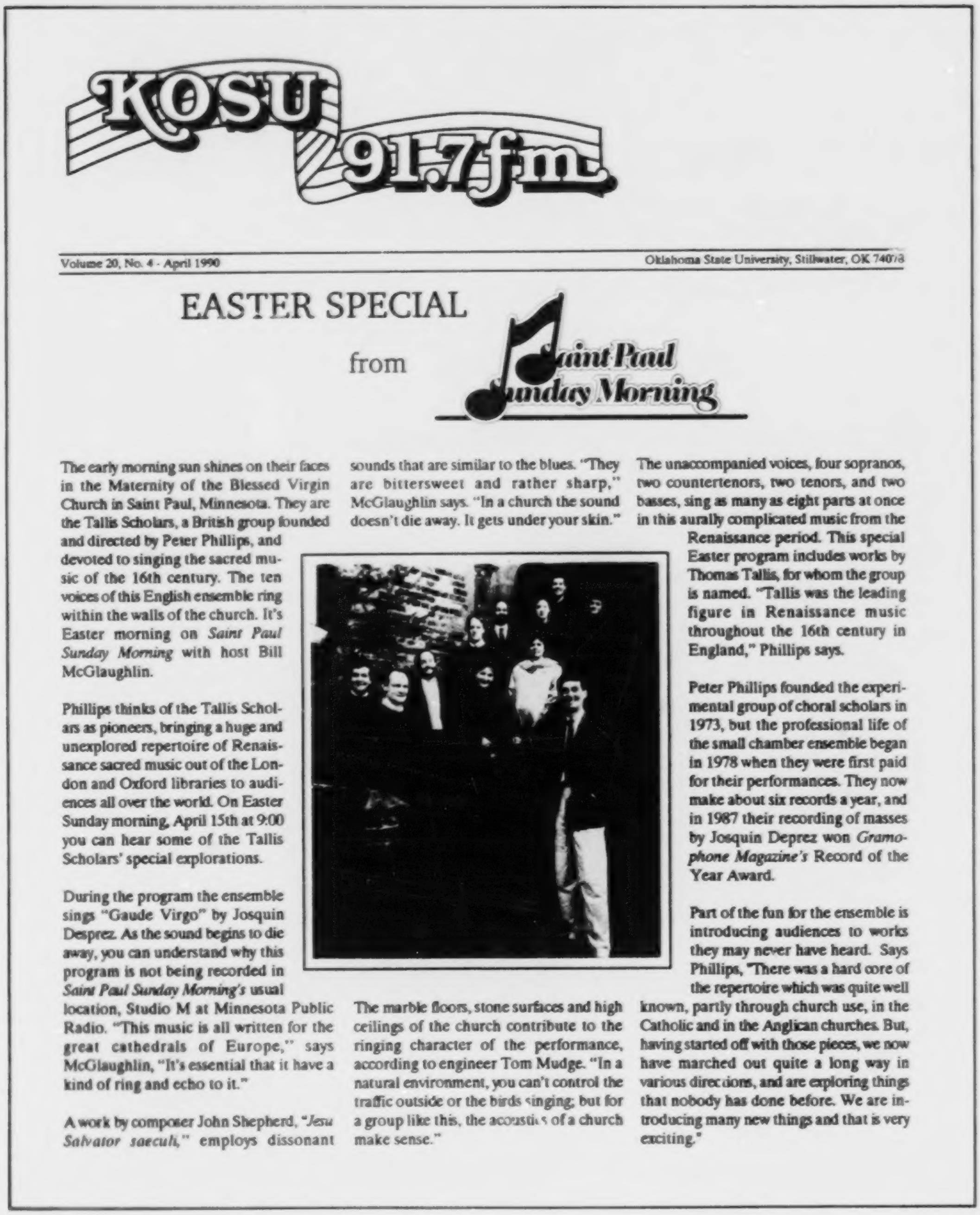
First-line supervisors are usually associated with manufacturing and production operations. They are referred to as foremen, top hand, gang bosses, supervisors, etc. They serve as bosses for the thousands of workers who assemble field cultivators, engines, campers, washing machines; repair cars; and generate our electricity. These supervisors have the job of making sure that millions of dollars worth of equipment and supplies are used correctly. First-line supervisors tell other employees what needs to be done, and they are responsible for controlling costs, employee safety, productivity, and product quality. Other duties include administering many company programs such as hazardous-material handling, employee training, work simplification, etc. They also conduct charity fund drives, coordinate experimental production of new products, and work closely with other departments in order to get the work done correctly, on time, and within budget. In addition, foremen tell their workers about company plans and policies, recommend good performers for promotions, and deal with poor performers by retraining them, issuing warnings, or recommending that they be dismissed. In companies with labor unions, supervisors meet with union representatives to discuss work problems and grievances.

Working conditions

Most first-line supervisors work in a shop environment. They are on their feet most of the time, and are subjected to the noise and grime of machinery. They check on the work; pass out paychecks, newsletters and messages; make sure supplies are arriving on time; assign maintenance workers to trouble spots; and constantly react to unplanned events such as mechanical failure, production schedule changes, excessive absenteeism, chemical spills, etc. Most shops now require eye and hearing protection. Communication with workers is usually accomplished above the noise of the workplace, and while the worker is doing the job. Most supervisors arrive at work one-half hour before the scheduled start time in order to check on repairs, order supplies, plan the schedule, and check work.

STUDENT SUPPLEMENT 2

Four-Page Newsletter



KOSU 91.7fm

Volume 20, No. 4 - April 1990

Oklahoma State University, Stillwater, OK 74078

EASTER SPECIAL

from Saint Paul Sunday Morning

The early morning sun shines on their faces in the Maternity of the Blessed Virgin Church in Saint Paul, Minnesota. They are the Tallis Scholars, a British group founded and directed by Peter Phillips, and devoted to singing the sacred music of the 16th century. The ten voices of this English ensemble ring within the walls of the church. It's Easter morning on *Saint Paul Sunday Morning* with host Bill McGlaughlin.

Phillips thinks of the Tallis Scholars as pioneers, bringing a huge and unexplored repertoire of Renaissance sacred music out of the London and Oxford libraries to audiences all over the world. On Easter Sunday morning, April 15th at 9:00 you can hear some of the Tallis Scholars' special explorations.

During the program the ensemble sings "Gaude Virgo" by Josquin Desprez. As the sound begins to die away, you can understand why this program is not being recorded in *Saint Paul Sunday Morning's* usual location, Studio M at Minnesota Public Radio. "This music is all written for the great cathedrals of Europe," says McGlaughlin, "It's essential that it have a kind of ring and echo to it."

A work by composer John Shepherd, "*Jesu Salvator saeculi*," employs dissonant sounds that are similar to the blues. "They are bittersweet and rather sharp," McGlaughlin says. "In a church the sound doesn't die away. It gets under your skin."

The marble floors, stone surfaces and high ceilings of the church contribute to the ringing character of the performance, according to engineer Tom Mudge. "In a natural environment, you can't control the traffic outside or the birds singing; but for a group like this, the acoustics of a church make sense."

The unaccompanied voices, four sopranos, two countertenors, two tenors, and two basses, sing as many as eight parts at once in this aurally complicated music from the Renaissance period. This special Easter program includes works by Thomas Tallis, for whom the group is named. "Tallis was the leading figure in Renaissance music throughout the 16th century in England," Phillips says.

Peter Phillips founded the experimental group of choral scholars in 1973, but the professional life of the small chamber ensemble began in 1978 when they were first paid for their performances. They now make about six records a year, and in 1987 their recording of masses by Josquin Deprez won *Gramophone Magazine's* Record of the Year Award.

Part of the fun for the ensemble is introducing audiences to works they may never have heard. Says Phillips, "There was a hard core of the repertoire which was quite well known, partly through church use, in the Catholic and in the Anglican churches. But, having started off with those pieces, we now have marched out quite a long way in various directions, and are exploring things that nobody has done before. We are introducing many new things and that is very exciting."

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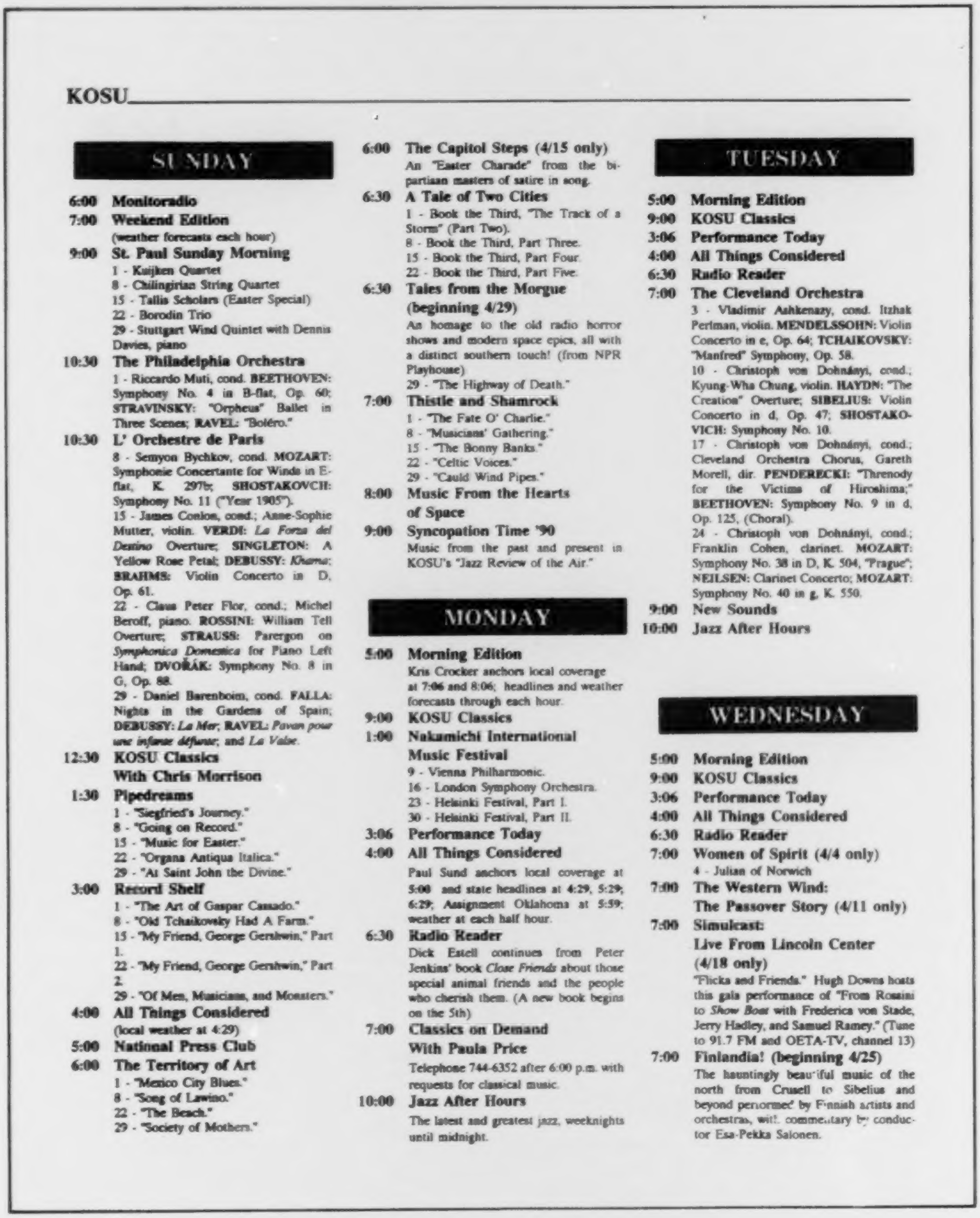
STUDENT SUPPLEMENT 2

Four-Page Newsletter (continued)



KOSU

SUNDAY

6:00 Monitoradio
7:00 Weekend Edition
(weather forecasts each hour)
9:00 St. Paul Sunday Morning
1 - Kuijken Quartet
8 - Chilingirian String Quartet
15 - Tallis Scholars (Easter Special)
22 - Borodin Trio
29 - Stuttgart Wind Quintet with Dennis Davies, piano
10:30 The Philadelphia Orchestra
1 - Riccardo Muti, cond. **BEETHOVEN:** Symphony No. 4 in B-flat, Op. 60; **STRAVINSKY:** "Orpheus" Ballet in Three Scenes; **RAVEL:** "Boléro."
10:30 L' Orchestre de Paris
8 - Semyon Bychkov, cond. **MOZART:** Symphonie Concertante for Winds in E-flat, K. 297b; **SHOSTAKOVCH:** Symphony No. 11 ("Year 1905").
15 - James Conlon, cond.; Anne-Sophie Mutter, violin. **VERDI:** *La Forza del Destino* Overture; **SINGLETON:** A Yellow Rose Petal; **DEBUSSY:** *Khamma*; **BRAHMS:** Violin Concerto in D, Op. 61.
22 - Claus Peter Flor, cond.; Michel Beroff, piano. **ROSSINI:** William Tell Overture; **STRAUSS:** Parergon on *Symphonica Domestica* for Piano Left Hand; **DVOŘÁK:** Symphony No. 8 in G, Op. 88.
29 - Daniel Barenboim, cond. **FALLA:** Nights in the Gardens of Spain; **DEBUSSY:** *La Mer*; **RAVEL:** *Pavan pour une infante défunte*; and *La Valse*.
12:30 KOSU Classics With Chris Morrison
1:30 Pipedreams
1 - "Siegfried's Journey."
8 - "Going on Record."
15 - "Music for Easter."
22 - "Organa Antiqua Italica."
29 - "At Saint John the Divine."
3:00 Record Shelf
1 - "The Art of Gaspar Cassado."
8 - "Old Tchaikovsky Had A Farm."
15 - "My Friend, George Gershwin," Part 1.
22 - "My Friend, George Gershwin," Part 2.
29 - "Of Men, Musicians, and Monsters."
4:00 All Things Considered
(local weather at 4:29)
5:00 National Press Club
6:00 The Territory of Art
1 - "Mexico City Blues."
8 - "Song of Lawino."
22 - "The Beach."
29 - "Society of Mothers."
6:00 The Capitol Steps (4/15 only)
An "Easter Charade" from the bi-partisan masters of satire in song.
6:30 A Tale of Two Cities
1 - Book the Third, "The Track of a Storm" (Part Two).
8 - Book the Third, Part Three.
15 - Book the Third, Part Four.
22 - Book the Third, Part Five.
6:30 Tales from the Morgue (beginning 4/29)
An homage to the old radio horror shows and modern space epics, all with a distinct southern touch! (from NPR Playhouse)
29 - "The Highway of Death."
7:00 Thistle and Shamrock
1 - "The Fate O' Charlie."
8 - "Musicians' Gathering."
15 - "The Bonny Banks."
22 - "Celtic Voices."
29 - "Cauld Wind Pipes."
8:00 Music From the Hearts of Space
9:00 Syncopation Time '90
Music from the past and present in KOSU's "Jazz Review of the Air."

MONDAY

5:00 Morning Edition
Kris Crocker anchors local coverage at 7:06 and 8:06; headlines and weather forecasts through each hour.
9:00 KOSU Classics
1:00 Nakamichi International Music Festival
9 - Vienna Philharmonic.
16 - London Symphony Orchestra.
23 - Helsinki Festival, Part I.
30 - Helsinki Festival, Part II.
3:06 Performance Today
4:00 All Things Considered
Paul Sund anchors local coverage at 5:00 and state headlines at 4:29, 5:29, 6:29; Assignment Oklahoma at 5:59; weather at each half hour.
6:30 Radio Reader
Dick Estell continues from Peter Jenkins' book *Close Friends* about those special animal friends and the people who cherish them. (A new book begins on the 5th)
7:00 Classics on Demand With Paula Price
Telephone 744-6352 after 6:00 p.m. with requests for classical music.
10:00 Jazz After Hours
The latest and greatest jazz, weeknights until midnight.

TUESDAY

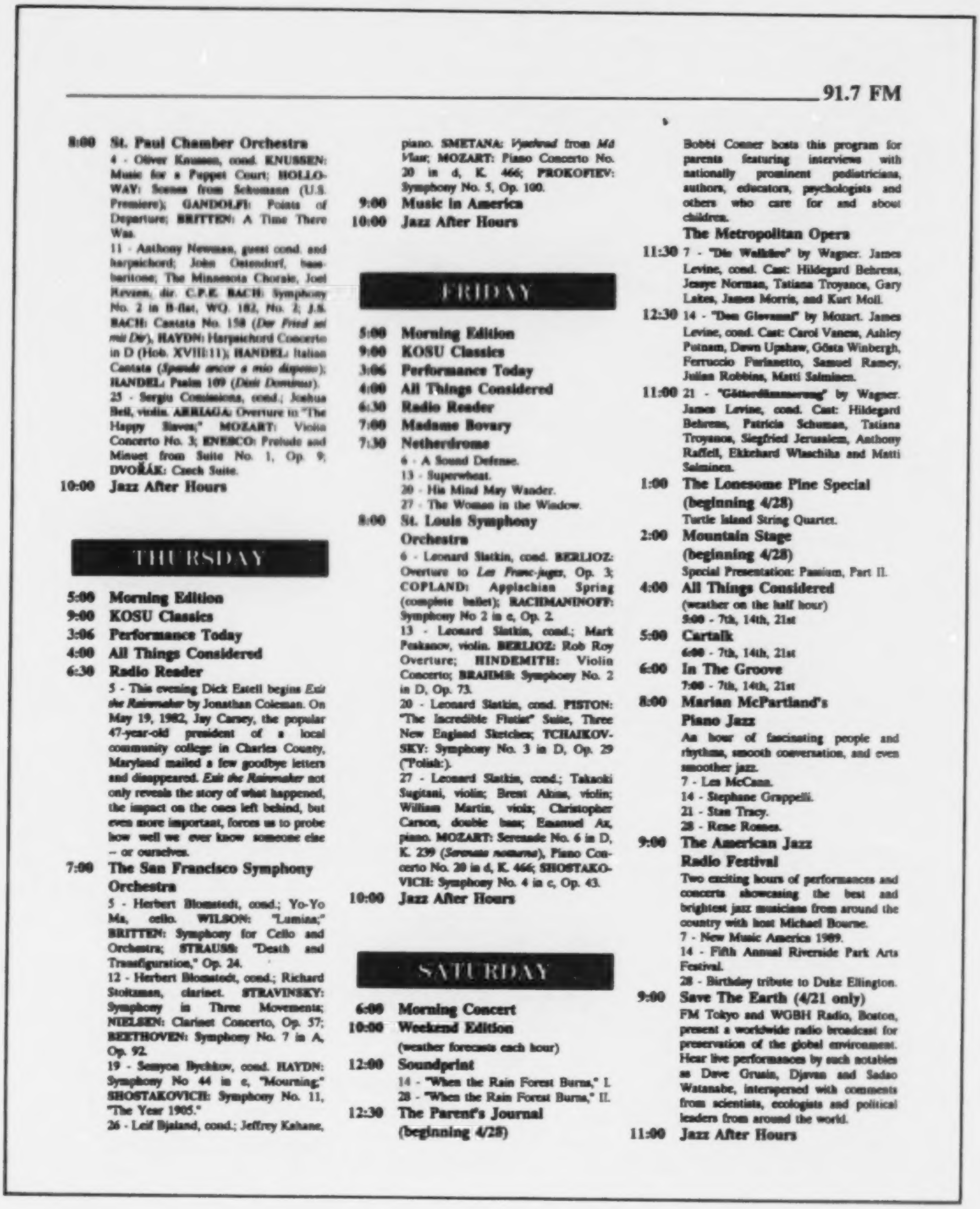
5:00 Morning Edition
9:00 KOSU Classics
3:06 Performance Today
4:00 All Things Considered
6:30 Radio Reader
7:00 The Cleveland Orchestra
3 - Vladimir Ashkenazy, cond. Itzhak Perlman, violin. **MENDELSSOHN:** Violin Concerto in e, Op. 64; **TCHAIKOVSKY:** "Manfred" Symphony, Op. 58.
10 - Christoph von Dohnányi, cond.; Kyung-Wha Chung, violin. **HAYDN:** "The Creation" Overture; **SIBELIUS:** Violin Concerto in d, Op. 47; **SHOSTAKOVICH:** Symphony No. 10.
17 - Christoph von Dohnányi, cond.; Cleveland Orchestra Chorus, Gareth Morell, dir. **PENDERECKI:** "Threnody for the Victims of Hiroshima;" **BEETHOVEN:** Symphony No. 9 in d, Op. 125, (Choral).
24 - Christoph von Dohnányi, cond.; Franklin Cohen, clarinet. **MOZART:** Symphony No. 38 in D, K. 504, "Prague"; **NEILSEN:** Clarinet Concerto; **MOZART:** Symphony No. 40 in g, K. 550.
9:00 New Sounds
10:00 Jazz After Hours

WEDNESDAY

5:00 Morning Edition
9:00 KOSU Classics
3:06 Performance Today
4:00 All Things Considered
6:30 Radio Reader
7:00 Women of Spirit (4/4 only)
4 - Julian of Norwich
7:00 The Western Wind: The Passover Story (4/11 only)
7:00 Simulcast: Live From Lincoln Center (4/18 only)
"Flicka and Friends." Hugh Downs hosts this gala performance of "From Rossini to *Show Boat* with Frederica von Stade, Jerry Hadley, and Samuel Ramey." (Tune to 91.7 FM and OETA-TV, channel 13)
7:00 Finlandia! (beginning 4/25)
The hauntingly beautiful music of the north from Crusell to Sibelius and beyond performed by Finnish artists and orchestras, with commentary by conductor Esa-Pekka Salonen.

STUDENT SUPPLEMENT 2

Four-Page Newsletter (continued)



91.7 FM

8:00 **St. Paul Chamber Orchestra**
4 - Oliver Knussen, cond. **KNUSSEN:** Music for a Puppet Court; **HOLLOWAY:** Scenes from Schumann (U.S. Premiere); **GANDOLFI:** Points of Departure; **BRITTEN:** A Time There Was.
11 - Anthony Newman, guest cond. and harpsichord; John Ostendorf, bass-baritone; The Minnesota Chorale, Joel Revzen, dir. **C.P.E. BACH:** Symphony No. 2 in B-flat, WQ. 182, No. 2; **J.S. BACH:** Cantata No. 158 (*Der Fried sei mit Dir*), **HAYDN:** Harpsichord Concerto in D (Hob. XVIII:11); **HANDEL:** Italian Cantata (*Spande ancor a mio dispetto*); **HANDEL:** Psalm 109 (*Dixit Dominus*).
25 - Sergiu Comissiona, cond.; Joshua Bell, violin. **ARRIAGA:** Overture to "The Happy Slaves;" **MOZART:** Violin Concerto No. 3; **ENESCO:** Prelude and Minuet from Suite No. 1, Op. 9; **DVOŘÁK:** Czech Suite.
10:00 **Jazz After Hours**

THURSDAY

5:00 **Morning Edition**
9:00 **KOSU Classics**
3:06 **Performance Today**
4:00 **All Things Considered**
6:30 **Radio Reader**
5 - This evening Dick Estell begins *Exit the Rainmaker* by Jonathan Coleman. On May 19, 1982, Jay Carney, the popular 47-year-old president of a local community college in Charles County, Maryland mailed a few goodbye letters and disappeared. *Exit the Rainmaker* not only reveals the story of what happened, the impact on the ones left behind, but even more important, forces us to probe how well we ever know someone else – or ourselves.
7:00 **The San Francisco Symphony Orchestra**
5 - Herbert Blomstedt, cond.; Yo-Yo Ma, cello. **WILSON:** "Lumina;" **BRITTEN:** Symphony for Cello and Orchestra; **STRAUSS:** "Death and Transfiguration," Op. 24.
12 - Herbert Blomstedt, cond.; Richard Stoltzman, clarinet. **STRAVINSKY:** Symphony in Three Movements; **NIELSEN:** Clarinet Concerto, Op. 57; **BEETHOVEN:** Symphony No. 7 in A, Op. 92.
19 - Semyon Bychkov, cond. **HAYDN:** Symphony No 44 in e, "Mourning;" **SHOSTAKOVICH:** Symphony No. 11, "The Year 1905."
26 - Leif Bjaland, cond.; Jeffrey Kahane, piano. **SMETANA:** *Vysehrad* from *Ma Vlast*; **MOZART:** Piano Concerto No. 20 in d, K. 466; **PROKOFIEV:** Symphony No. 5, Op. 100.
9:00 **Music in America**
10:00 **Jazz After Hours**

FRIDAY

5:00 **Morning Edition**
9:00 **KOSU Classics**
3:06 **Performance Today**
4:00 **All Things Considered**
6:30 **Radio Reader**
7:00 **Madame Bovary**
7:30 **Netherdrome**
6 - A Sound Defense.
13 - Superwheat.
20 - His Mind May Wander.
27 - The Woman in the Window.
8:00 **St. Louis Symphony Orchestra**
6 - Leonard Slatkin, cond. **BERLIOZ:** Overture to *Les Francs-juges*, Op. 3; **COPLAND:** Applachian Spring (complete ballet); **RACHMANINOFF:** Symphony No 2 in e, Op. 2.
13 - Leonard Slatkin, cond.; Mark Peskanov, violin. **BERLIOZ:** Rob Roy Overture; **HINDEMITH:** Violin Concerto; **BRAHMS:** Symphony No. 2 in D, Op. 73.
20 - Leonard Slatkin, cond. **PISTON:** "The Incredible Flutist" Suite, Three New England Sketches; **TCHAIKOVSKY:** Symphony No. 3 in D, Op. 29 ("Polish:).
27 - Leonard Slatkin, cond.; Takaoki Sugitani, violin; Brent Akins, violin; William Martin, viola; Christopher Carson, double bass; Emanuel Ax, piano. **MOZART:** Serenade No. 6 in D, K. 239 (*Serenata notturna*), Piano Concerto No. 20 in d, K. 466; **SHOSTAKOVICH:** Symphony No. 4 in c, Op. 43.
10:00 **Jazz After Hours**

SATURDAY

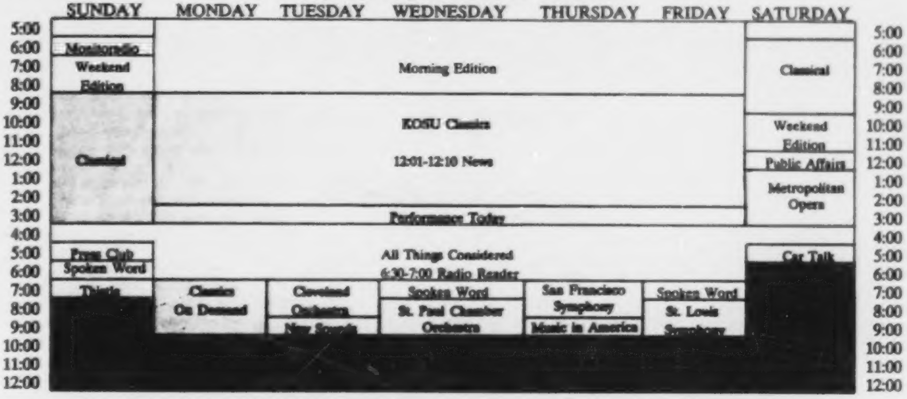
6:00 **Morning Concert**
10:00 **Weekend Edition**
(weather forecasts each hour)
12:00 **Soundprint**
14 - "When the Rain Forest Burns," I.
28 - "When the Rain Forest Burns," II.
12:30 **The Parent's Journal (beginning 4/28)**
Bobbi Conner hosts this program for parents featuring interviews with nationally prominent pediatricians, authors, educators, psychologists and others who care for and about children.
The Metropolitan Opera
11:30 7 - "Die Walküre" by Wagner. James Levine, cond. Cast: Hildegard Behrens, Jessye Norman, Tatiana Troyanos, Gary Lakes, James Morris, and Kurt Moll.
12:30 14 - "Don Giovanni" by Mozart. James Levine, cond. Cast: Carol Vaness, Ashley Putnam, Dawn Upshaw, Gösta Winbergh, Ferruccio Furlanetto, Samuel Ramey, Julian Robbins, Matti Salminen.
11:00 21 - "Götterdämmerung" by Wagner. James Levine, cond. Cast: Hildegard Behrens, Patricia Schuman, Tatiana Troyanos, Siegfried Jerusalem, Anthony Raffell, Ekkehard Wlaschiha and Matti Salminen.
1:00 **The Lonesome Pine Special (beginning 4/28)**
Turtle Island String Quartet.
2:00 **Mountain Stage (beginning 4/28)**
Special Presentation: Passion, Part II.
4:00 **All Things Considered**
(weather on the half hour)
5:00 - 7th, 14th, 21st
5:00 **Cartalk**
6:00 - 7th, 14th, 21st
6:00 **In The Groove**
7:00 - 7th, 14th, 21st
8:00 **Marian McPartland's Piano Jazz**
An hour of fascinating people and rhythms, smooth conversation, and even smoother jazz.
7 - Les McCann.
14 - Stephane Grappelli.
21 - Stan Tracy.
28 - Rene Rosnes.
9:00 **The American Jazz Radio Festival**
Two exciting hours of performances and concerts showcasing the best and brightest jazz musicians from around the country with host Michael Bourne.
7 - New Music America 1989.
14 - Fifth Annual Riverside Park Arts Festival.
28 - Birthday tribute to Duke Ellington.
9:00 **Save The Earth (4/21 only)**
FM Tokyo and WGBH Radio, Boston, present a worldwide radio broadcast for preservation of the global environment. Hear live performances by such notables as Dave Grusin, Djavan and Sadao Watanabe, interspersed with comments from scientists, ecologists and political leaders from around the world.
11:00 **Jazz After Hours**

STUDENT SUPPLEMENT 2

Four-Page Newsletter (continued)

KOSU-FM 91.7

April Programs At A Glance



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
5:00		Morning Edition						5:00
6:00	Monitoradio						Classical	6:00
7:00	Weekend Edition							7:00
8:00								8:00
9:00	Classical	KOSU Classics 12:01-12:10 News						9:00
10:00							Weekend Edition	10:00
11:00								11:00
12:00							Public Affairs	12:00
1:00							Metropolitan Opera	1:00
2:00								2:00
3:00		Performance Today						3:00
4:00		All Things Considered 6:30-7:00 Radio Reader						4:00
5:00	Press Club						Car Talk	5:00
6:00	Spoken Word							6:00
7:00	Thistle	Classics On Demand	Cleveland Orchestra	Spoken Word	San Francisco Symphony	Spoken Word		7:00
8:00				St. Paul Chamber Orchestra		St. Louis Symphony		8:00
9:00			New Sounds		Music in America			9:00
10:00								10:00
11:00								11:00
12:00								12:00

☐ Classical, arts ☐ News, public affairs, etc. ■ Jazz, Big Band, other music

In Tune
Craig Beeby, General Manager

If you have not pledged your support for KOSU, please do so today. At the writing of this article it is still one week from the beginning of the on-air "Friendraiser." It is an anxious time for us and we are optimistic that YOUR fundraiser will be a success.

The quality of KOSU programming depends upon you. We have worked to the best of our abilities to provide you with top quality programming which you have come to expect. We need your assistance to continue the excellence. If you have already pledged your support, we thank you. If you have not pledged your support, do it today. Thank you for your continued support!

Sponsors for KOSU Programming

April 1
Vicki Green and Bob Curry in honor of the ducks in the duck pond.

April 3
Frank and Louise Crow in honor of their wedding anniversary.

April 29
Bob and Jim Riggs in honor of the 99th birthday of their mother, Mabel Riggs.

Western Wind Presents :
The Passover Story

This one hour special at 7:00 p.m. Wednesday, April 11th tells the story of Passover through narrative, music and song, and narration by well-known actor Theodore Bikel. It shares the joy of the holiday while conveying the meaning of Passover to a broad audience using the Haggadah as guide. The program stresses the cultural diversity of Jewish music, its emotional depth, wealth of beautiful melody and irrepressible joyousness. The narration, written by Rachel Anne Rabinowitz, editor of the Feast of Freedom Haggadah, explains many of the traditional practices of Passover and introduces themes not always included in the Haggadah such as the story of Moses and the Holocaust memorial.

Joining the six vocalists of the Western Wind are instrumentalists playing clarinet, drums, violin, bass, and ancient flutes (Turkish kaval, gemshorn and occarina).

RENEW YOUR INVESTMENT

___$360 ___$280 ___$140 ___$70 ____Other

Name____________________________

Street___________________________

City____________State______Zip_________

$35 or more will renew your subscription for 12 program guides. Make checks payable to: OSU Foundation. Return to KOSU-FM, Stillwater, Oklahoma 74078.

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INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

STUDENT SUPPLEMENT 3—TEXT FOR JOB SHEET 3

Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements.

Editing text in page-layout software is **simple.** It is important to follow each step carefully. Sentences can be moved within paragraphs or to other places in the document. Entire paragraphs can be rearranged with ease.

INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

ASSIGNMENT SHEET 1—EXAMINE COMPUTER OPERATING MANUAL FOR BASIC OPERATING PROCEDURES

Name______________________________ Score ________________

Directions: Examine the computer manual for the equipment used on site. Read the operating procedures for booting the computer, formatting a diskette, and copying/ backing up a diskette. Record the instructions for those procedures on the blank lines provided.

NOTE: If the term *boot* cannot be located in the manual, check for instructions under headings such as Start the System, Load the Operating System, or Initial Program Load (IPL).

1. Boot the computer ________________________________

2. Format a diskette ________________________________

ASSIGNMENT SHEET 1

3. Back up a diskette

INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

ASSIGNMENT SHEET 2—EXAMINE WORD-PROCESSING SOFTWARE MANUAL AND BASIC INSTRUCTIONS

Name ______________________________ Score ______________

Directions: Examine the word-processing software manual for the software used on site. Read the instructions for the following seven operations and record the instructions for those operations on the blank lines provided below.

1. Create a file ______________________________

2. Open a file ______________________________

3. Close a file ______________________________

ASSIGNMENT SHEET 2

4. Set top and bottom margins ______________________________

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5. Set left and right margins ______________________________

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6. Create tabs ______________________________________

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7. Center text ______________________________________

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ASSIGNMENT SHEET 2

8. Underline text

9. Create boldface text

10. Prepare printer

INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

ASSIGNMENT SHEET ANSWERS

Assignment Sheet 1

Evaluated to the satisfaction of the instructor

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

JOB SHEET 1—BOOT COMPUTER

A. **Equipment and materials**

- Assignment Sheet 1
- Microcomputer with one or two floppy disk drives and/or hard drive
- Operating-system diskette (if computer does not have a hard drive)
- Operating-system software manual

B. **Procedure**

1. Boot computer according to operating procedures recorded in Assignment Sheet 1
2. Check monitor for disk- or system-error messages

   NOTE: Computer systems vary, but many will display an introductory message and conduct self-tests that notify you of any disk or system errors that may occur during the boot.

3. *If* error message appears, notify instructor and correct error
4. After completing successful boot, turn off computer and monitor
5. *If* using a system without a hard drive, return operating-system diskette to proper storage

INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

JOB SHEET 2—FORMAT A DISKETTE

A. **Equipment and materials**

- Assignment Sheet 1
- Microcomputer with one or two floppy disk drives and/or hard drive
- Blank diskette
- Operating-system diskette (if computer does not have a hard drive)
- Operating-system manual
- Disk label and pen

B. **Procedure**

1. Boot computer according to operating procedures recorded in Assignment Sheet 1
2. Format blank diskette according to operating procedures recorded in Assignment Sheet 1
3. Remove formatted diskette from computer
4. Attach label to formatted diskette and store diskette properly
5. Turn off computer and monitor
6. *If* using a system without a hard drive, return operating-system diskette to proper storage

C. **Optional procedure**

NOTE: Some word-processing and page-layout software provide the option of formatting a diskette while the software is in use. Follow the procedures given in the software instruction manual and format a diskette with this feature if available.

INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

JOB SHEET 3—CREATE WORD-PROCESSED DOCUMENT AND STORE ON DISKETTE

A. **Equipment and materials**

- Microcomputer with one or two floppy disk drives and/or hard drive
- Operating-system diskette (if computer does not have a hard drive)
- Word-processing software
- Word-processing software manual
- Formatted diskette from Job Sheet 2
- Dot-matrix or laser printer
- Student Supplement 3
- Assignment Sheet 1
- Assignment Sheet 2

B. **Procedure**

NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the on-site computer system.

1. Locate printer power switch
2. Turn printer power switch to ON position
3. Boot computer according to operating procedures recorded in Assignment Sheet 1
4. Activate word-processing software
5. Enter text in Student Supplement 3, following the steps recorded in Assignment Sheet 2 for creating tabs, underlining text, and creating boldface text
6. Name document and store on formatted diskette using appropriate file extension required for importing into page-layout software at a later time
7. Print document and write your name and "Job Sheet 3—Job 1" at top of printed page
8. Exit word-processing software (and remove diskette, *if* necessary)

JOB SHEET 3

9. *If* computer uses two disk drives, remove operating-system diskette
10. Turn off computer, monitor, and printer
11. Return software to proper storage
12. Submit Job 1 to instructor for evaluation

INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

JOB SHEET 4—BACK UP A DISKETTE

A. **Equipment and materials**

- Assignment Sheet 1
- Microcomputer with one or two floppy disk drives and/or hard drive
- Blank diskette
- Diskette with stored document from Job Sheet 3
- Operating-system diskette (if computer does not have a hard drive)
- Operating-system software manual
- Disk labels and pen

B. **Procedure**

1. Boot computer according to operating procedures recorded in Assignment Sheet 1
2. Back up diskette stored in Job Sheet 3; follow operating procedures recorded in Assignment Sheet 1
3. Remove diskettes from computer and attach label to backup diskette

4 Store diskettes properly

5. Turn off computer and monitor
6. *If* using a system without a hard drive, return operating-system diskette to proper storage

C. **Optional procedure**

NOTE: Some word-processing and page-layout software provide the option of backing up a diskette while the software is in use. Follow the procedures given in the software instruction manual and back up a diskette with this feature if available.

INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

JOB SHEET 5—USE MOUSE TO ACCESS PAGE-LAYOUT-SOFTWARE MENUS

A. Equipment and materials

- Microcomputer with one or two floppy disk drives and/or hard drive
- Mouse
- Operating-system diskette (if computer does not have a hard drive)
- Page-layout software
- Assignment Sheet 1
- Assignment Sheet 2

B. Procedure

NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the on-site page-layout software and DTP equipment.

1. Boot computer according to operating procedures recorded in Assignment Sheet 1
2. Activate page-layout software
3. Use mouse to point on main file-management menu
4. Use mouse to point to various commands in file-management menu

   NOTE: Methods to select commands from menus vary with software packages. Some menus may "pop up" or some appear around the screen. Other menus may require dragging. Dragging the pointer down the menu is called *pulling down* the menu. If some items appear gray or in a lighter-colored type as they are pulled down, they may not be selected at this particular time.

5. Select a command from a menu
6. Continue pointing on various menus and selecting commands until you have viewed all the menus and their commands
7. Create a new file, following procedure recorded in Assignment Sheet 2
8. Point on line-draw menu item (or line-draw icon in tool box) and select this command
9. Drag mouse to draw a line

JOB SHEET 5

10. Practice drawing lines of various lengths and directions

11. Point on and select another menu item (or tool-box icon), and practice using the mouse with this feature, then return to menu

12. Continue selecting and using menu items until you have practiced using all the features

13. Close file, following procedure recorded in Assignment Sheet 2

14. Exit page-layout program

15. Turn off computer and monitor

16. Return software to proper storage

INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

PRACTICAL TEST 1

JOB SHEET 1—BOOT COMPUTER

Student's name ______________________________ Date ____________

Evaluator's name ______________________________ Attempt no. ________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Powered computer and monitor.	☐	☐
2. Booted system.	☐	☐
3. Turned off computer and monitor.	☐	☐
4. Stored software.	☐	☐

EVALUATOR'S COMMENTS: ______________________________

PRACTICAL TEST 1

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:				
Power up	4	3	2	1
Proper system boot	4	3	2	1

EVALUATOR'S COMMENTS: ______________________________

____

____

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training.
3 — Moderately skilled — Has performed job during training program; additional training may be required.
2 — Limited skill — Has performed job during training program; additional training is required to develop skill.
1 — Unskilled — Is familiar with process, but is unable to perform job.

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.

INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

PRACTICAL TEST 2

JOB SHEET 2—FORMAT A DISKETTE

Student's name ______________________________ Date ____________

Evaluator's name ______________________________ Attempt no. ________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Booted computer.	☐	☐
2. Formatted according to system requirements.	☐	☐
3. Stored formatted disk.	☐	☐
4. Turned off system.	☐	☐

EVALUATOR'S COMMENTS: ____

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____

____

PRACTICAL TEST 2

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:				
Boot	4	3	2	1
Proper diskette formatting	4	3	2	1

EVALUATOR'S COMMENTS:

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training.
3 — Moderately skilled — Has performed job during training program; additional training may be required.
2 — Limited skill — Has performed job during training program; additional training is required to develop skill.
1 — Unskilled — Is familiar with process, but is unable to perform job.

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.

INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

PRACTICAL TEST 3

JOB SHEET 3—CREATE WORD-PROCESSED DOCUMENT AND STORE ON DISKETTE

Student's name ______________________________ Date ______________

Evaluator's name ______________________________ Attempt no. __________

> Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Prepared computer, monitor, and printer.	☐	☐
2. Activated word-processing software.	☐	☐
3. Entered text.	☐	☐
4. Named document and stored on diskette.	☐	☐
5. Printed document.	☐	☐
6. Secured software and system.	☐	☐

EVALUATOR'S COMMENTS: ____

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____

PRACTICAL TEST 3

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:				
Boot	4	3	2	1
Printer operation	4	3	2	1
Set tabs	4	3	2	1
Underline text	4	3	2	1
Boldface text	4	3	2	1
Store document on diskette	4	3	2	1

EVALUATOR'S COMMENTS: ____________________

____

____

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training.
3 — Moderately skilled — Has performed job during training program; additional training may be required.
2 — Limited skill — Has performed job during training program; additional training is required to develop skill.
1 — Unskilled — Is familiar with process, but is unable to perform job.

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.

INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

PRACTICAL TEST 4

JOB SHEET 4—BACK UP A DISKETTE

Student's name ______________________________ Date ____________

Evaluator's name ______________________________ Attempt no. ________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Booted computer.	☐	☐
2. Backed up according to system requirements.	☐	☐
3. Removed and labeled backup diskette.	☐	☐
4. Secured system and software.	☐	☐

EVALUATOR'S COMMENTS: ____

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PRACTICAL TEST 4

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:				
Boot	4	3	2	1
Proper diskette	4	3	2	1

EVALUATOR'S COMMENTS: ______________________________

____

____

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training.
3 — Moderately skilled — Has performed job during training program; additional training may be required.
2 — Limited skill — Has performed job during training program; additional training is required to develop skill.
1 — Unskilled — Is familiar with process, but is unable to perform job.

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.

INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

PRACTICAL TEST 5

JOB SHEET 5—USE MOUSE TO ACCESS PAGE LAYOUT-SOFTWARE MENUS

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Booted system and activated page-layout software.	☐	☐
2. Created file.	☐	☐
3. Used mouse to select from menu commands.	☐	☐
4. Practiced dragging technique effectively.	☐	☐
5. Identified page-layout software tools.	☐	☐
6. Closed file and exited program.	☐	☐
7. Secured system and software.	☐	☐

EVALUATOR'S COMMENTS: ______________________

PRACTICAL TEST 5

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:				
Boot	4	3	2	1
Equipment adjustment	4	3	2	1
Menu use	4	3	2	1
Mouse operation	4	3	2	1

EVALUATOR'S COMMENTS: ______________________________

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____

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training.
3 — Moderately skilled — Has performed job during training program; additional training may be required.
2 — Limited skill — Has performed job during training program; additional training is required to develop skill.
1 — Unskilled — Is familiar with process, but is unable to perform job.

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the totai number of criteria.

INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

WRITTEN TEST

Name ______________________________ Score __________

1. Match terms associated with desktop publishing to their correct definitions. Write the numbers on the blanks provided.

______a. List of computer-program options

______b. Arrangement of text and graphics on a document

______c. Inflexible, magnetized, circular media permanently installed in computer system to store and retrieve data

______d. Removable plastic media used in computer to store and load information

______e. Printed information usually combining text and graphics

______f. Character or marker indicating position on computer monitor

______g. Common computer-technology term referring to the many types of materials used in data storage and retrieval

______h. Mechanism on computer that reads from and writes information to floppy diskettes

1. Document
2. Menu
3. Cursor
4. Floppy diskette
5. Hard drive
6. Layout
7. Media
8. Floppy disk drive

2. State the definition of *desktop publishing* (DTP). Write your definition on the blanks provided.

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WRITTEN TEST

3. Match basic elements of a DTP system to their correct definitions. Write the numbers on the blanks provided.

_____a. Equipment or physical parts of a DTP system

_____b. Programs that allow computer operator to operate DTP hardware efficiently

_____c. Individual responsible for operating DTP hardware and software

1. Software
2. Hardware
3. DTP operator

4. Match major types of DTP hardware to their correct functions. Write the numbers on the blanks provided.

_____a. Used for entering information into computer

_____b. Used for controlling on-screen cursor or pointer when selecting items in pull-down menus, moving data, or drawing graphics in page-layout software

_____c. Used for displaying information entered into computer

_____d. Used for executing program instructions

_____e. Used for reading from and writing information to floppy diskettes

_____f. Used for printing information onto paper

_____g. Used for magnetically storing and loading information

_____h. Used for converting photographic images or line art into information usable by computer

1. Central processing unit
2. Floppy disk drive
3. Keyboard
4. Monitor
5. Mouse
6. Printer
7. Scanner
8. Hard drive

5. Match major types of DTP software to their correct functions. Write the numbers on the blanks provided.

_____a. Used to create or revise written text

_____b. Used to arrange and manipulate text and graphics

_____c. Used to tell computer how to manipulate information

1. Page-layout software
2. Word-processing software
3. Operating system

WRITTEN TEST

6. List two benefits of DTP. Write your answers on the blanks provided.

   a. ____________________

   b. ____________________

7. List factors to consider before purchasing a DTP system. Write your answers on the blanks provided.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

8. Select from the following list factors used to determine whether a document is suitable for DTP. Write an "X" on the blank before each correct answer.

   ______a. Size of hard drive utilized

   ______b. Frequency of publication

   ______c. Type of page-layout software utilized

   ______d. Number and type of graphics required

   ______e. Design capabilities required

9. Select from the following list simple DTP applications. Write an "X" on the blank before each correct application.

   ______a. Resumes

   ______b. Flyers or brochures

   ______c. Proposals

   ______d. Directories

   ______e. Advertisements

   ______f. Magazines

   ______g. Books/booklets

   ______h. Certificates

   ______i. Transparency masters

   ______j. Forms

WRITTEN TEST

10. Select from the following list complex DTP applications. Write an "X" on the blank before each correct application.

_____a. Annual or quarterly reports

_____b. Flyers or brochures

_____c. Proposals

_____d. Newsletters

_____e. Catalogs

_____f. Newspapers

_____g. Magazines

_____h. Books/booklets

_____i. Certificates

_____j. Forms

11. Match basic DTP operating procedures to their correct definitions. Write the numbers on the blanks provided.

_____a. To start computer using operating system

_____b. To prepare diskette so that computer can store information on it

_____c. To duplicate a file or diskette in case original is lost or destroyed

1. Format a diskette
2. Boot the computer
3. Back up a diskette

12. Discuss basic features of mouse operation. Write your answer on the blanks provided.

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WRITTEN TEST

13. Match terms associated with basic mouse operations to their correct definitions. Write the numbers on the blanks provided.

______a. To move tip of pointer on top of an item on monitor

______b. To quickly press and then release mouse button

______c. To quickly press and then release mouse button twice

______d. To hold down mouse button while moving mouse to reposition pointer

______e. To point on a menu or graphic item **or** to highlight text and then click or drag mouse so that text will be affected by the next action taken

1. Click
2. Double-click
3. Point
4. Select
5. Drag

14. Match typical DTP job classifications to their correct functions. Write the numbers on the blanks provided.

______a. Creates text and may create graphics to accompany text

______b. Enters text into word-processing system

______c. Designs and plans layout

______d. Designs and creates graphics not suitable for DTP production

______e. Arranges and manipulates text using page-layout software; may operate scanner; prints text

______f. Checks printed copy for errors and necessary revisions

______g. Manages DTP production process

1. Artist
2. Writer
3. Keyboard operator
4. DTP operator
5. Designer
6. Project coordinator
7. Editor/proofreader

15. List four characteristics of a professional DTP operator. Write your answers on the blanks provided.

a. ____

b. ____

c. ____

d. ____

WRITTEN TEST

16. Select from the following list characteristics of a quality DTP work environment. Write an "X" on the blank before each correct characteristic.

    ______a. Provides comfortable, adjustable chairs that adequately support operator's lower back and encourage good posture

    ______b. Provides work surfaces at a height of 35 inches

    ______c. Provides adequate temperature and humidity control

    ______d. Provides appropriate shift lengths and work breaks

17. Discuss copyright law applying to DTP. Write your answers on the blanks provided.

    ____

    ____

    ____

    ____

18. List the elements in an official U.S. copyright notice. Write your answers on the blanks provided.

    a. ____

    ____

    b. ____

    ____

    c. ____

    ____

19. List three sources of DTP information. Write your answers on the blanks provided.

    a. ____

    b. ____

    c. ____

INTRODUCTION TO DESKTOP PUBLISHING
UNIT I

WRITTEN TEST ANSWERS

1. a. 2
   b. 6
   c. 5
   d. 4
   e. 1
   f. 3
   g. 7
   h. 8

2. Utilizing a personal computer, appropriate software, and an output device to combine text and graphics to produce a document

3. a. 2
   b. 1
   c. 3

4. a. 3
   b. 5
   c. 4
   d. 1
   e. 2
   f. 6
   g. 8
   h. 7

5. a. 2
   b. 1
   c. 3

6. a. Combines the tasks of many individuals into one operation
   b. Provides more control over final editing, layout, and pasteup

7. a. Types of publications commonly produced
   b. Number of available staff
   c. Amount of training time available
   d. Equipment and software currently available
   e. Cost-effectiveness in relation to use, available staff, and currently available equipment and software

8. b, d, e

9. a, b, d, e, h, i, j

10. a, c, d, e, f, g, h

WRITTEN TEST ANSWERS

11. a. 2
    b. 1
    c. 3

12. Discussion should include the following

    a. A mouse may have one, two, or three buttons, but the left button is usually the "main" mouse button
    b. A pointer moves across the monitor screen as the mouse is moved across the work surface
    c. The shape of the pointer may change as different tasks are selected

13. a. 3
    b. 1
    c. 2
    d. 5
    e. 4

14. a. 2
    b. 3
    c. 5
    d. 1
    e. 4
    f. 7
    g. 6

15. Answers should include any four of the following

    a. Has good organizational skills
    b. Is able to meet deadlines and handle stress
    c. Is able to take initiative and work independently
    d. Has good writing skills
    e. Understands written and verbal instructions
    f. Is patient, flexible, and open to change
    g. Has good problem-solving skills and is able to make decisions
    h. Is an accurate keyboard operator and a good proofreader
    i. Is able to work effectively in teams
    j. Handles other's materials with respect and maintains confidences when necessary
    k. Knows copyright law

16. a, c, d

WRITTEN TEST ANSWERS

17. Discussion should include the following

    a. Using copyrighted material without acknowledging and contacting the author or publisher for permission is illegal; violation of copyright law carries strict penalties
    b. Duplicating copyrighted software is illegal

18. a. The symbol ©, the word "Copyright," or the abbreviation "Copr."
    b. The year of first publication
    c. The name of the copyright owner

19. Answers should include any three of the following

    a. Computer and printer dealers
    b. Software companies
    c. Hardware manufacturers
    d. Computer and DTP magazines, newsletters, and books
    e. University or technical-college personnel
    f. Vocational-education instructors
    g. DTP associations
    h. People and businesses that use DTP systems
    i. User groups

DESKTOP PUBLISHING SYSTEMS
UNIT II

OBJECTIVE SHEET

UNIT OBJECTIVE

After completing this unit, the student should be able to identify equipment and systems necessary for a desktop-publishing operation and perform simple page-layout procedures. The student will demonstrate these competencies by completing the assignment sheets and job sheets and by scoring a minimum of 85 percent on the written test.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with DTP systems to their correct definitions.
2. List types of computer systems used in DTP.
3. Match common operating systems used in DTP to their correct descriptions.
4. Complete statements concerning characteristics of types of storage devices used in DTP systems.
5. Match types of input devices used in DTP systems to their correct definitions.
6. Discuss advantages of adding a scanner to a DTP system.
7. State descriptions of the types of monitors used in DTP systems.
8. Match types of printers used in DTP systems to their correct descriptions.
9. List common features of laser printers used in DTP systems.
10. Match basic page-layout-software text-tool operations to their correct definitions.
11. Complete a DTP system-specifications list. (Assignment Sheet 1)
12. Determine system requirements for a specific software package. (Assignment Sheet 2)
13. Examine page-layout-software manual for basic text-tool operations. (Assignment Sheet 3)
14. Determine basic costs of DTP systems. (Assignment Sheet 4)
15. Create, edit, and move a headline. (Job Sheet 1)
16. Place a file and then edit and move sentences within file paragraphs. (Job Sheet 2)
17. Copy/paste a paragraph, cut/paste a paragraph, and move a paragraph. (Job Sheet 3)

DESKTOP PUBLISHING SYSTEMS
UNIT II

SUGGESTED ACTIVITIES

Instructional plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit.
3. Provide students with objective sheet.
4. Discuss unit and specific objectives.
5. Provide students with information sheet and student supplement.
6. Discuss information sheet and student supplement.
7. Provide students with assignment sheets.
8. Discuss and then have students complete assignment sheets.
9. Provide students with job sheets.
10. Discuss job sheets and demonstrate the procedures outlined in the job sheets.
11. Have students complete job sheets.
12. Give written test.
13. Compile assignment-sheet scores, job-sheet ratings, and written-test score.
14. Reteach and retest as required.

Teaching suggestions

- Demonstrate to students the desktop-publishing equipment utilized in the classroom.

Resources used in developing this unit

1. *The Apple Guide to Desktop Publishing.* Cupertino, CA: Apple Computer, Inc., Summer 1989.
2. Tilden, Scott W., Anthony J. Fulginit, and Jack R. Gillespie. *Harnessing Desktop Publishing: How to Let the New Technology Help You Do Your Job Better.* Pennington, NJ: Scott Tilden Inc., 1987.

DESKTOP PUBLISHING SYSTEMS
UNIT II

INFORMATION SHEET

1. **Terms and definitions associated with DTP systems**

   a. **AT**—Advanced-technology computer; computer that uses an 80286 or 80386 processor and permits multi-tasking

   NOTE: AT computers process data faster than XT computers.

   b. **Byte**—Unit of measure related to how much information a computer can manipulate and store

   NOTE: Common measurements are kilobytes (K or KB) or megabytes (MB).

   c. **Compatible** (clone)—Computer with an operating system and software that simulate another computer manufacturer's products

   d. **DPI** (dots per inch)—Measure of print density

   e. **80386 and 80486 computers**—Computers that use 80386 or 80486 processors and permit multi-tasking

   f. **Handles**—Boundaries around a graphic image or text indicating it has been selected

   g. **IBM Presentation Manager**—Simultaneous graphic display of several applications

   NOTE: The Presentation Manager is a windows-type display for the OS/2 operating system.

   h. **Icon**—Symbol representing a particular page-layout operation

   i. **Input device**—Equipment used to enter information into a computer

   j. **Memory**—Portion of computer that stores information and software while the machine is on

   k. **Multi-tasking**—Using more than one application simultaneously

   l. **Networking capability**—Ability to connect several workstations into one system that shares equipment and software

   m. **Operating system**—Computer program responsible for housekeeping and establishing communications between disk-storage device and computer; tells computer how to manipulate information

   EXAMPLES: MS-DOS, OS/2, UNIX

INFORMATION SHEET

n. **Pointer**—Icon indicating mouse position

o. **RAM** (random-access memory)—Temporary memory that stores data and programs while computer is in use

NOTE: The computer system must have a minimum RAM capacity that is large enough to accommodate the system's software requirements.

p. **Resolution**—Density of dots per inch

NOTE: Resolution can refer to *screen resolution* in regard to monitors or computer displays or to *print quality* in relation to printers.

q. **Storage device**—Equipment used to store and retrieve information on a computer

EXAMPLES: Hard drive, floppy diskettes

r. **Text tool**—Page-layout tool utilizing keyboard to delete, insert, or modify text

s. **Tool box**—Group of icons for page-layout operations

t. **Windows-like environment**—Graphic display that allows quick movement from one application to another without exiting the application

u. **XT**—Extended-technology computer; computer that uses an 8088 processor

NOTE: XTs were earlier types of computers than ATs.

2. **Types of computer systems used in DTP**

   a. Dedicated DTP system

   b. Apple Macintosh™ (see Figure 1-a)

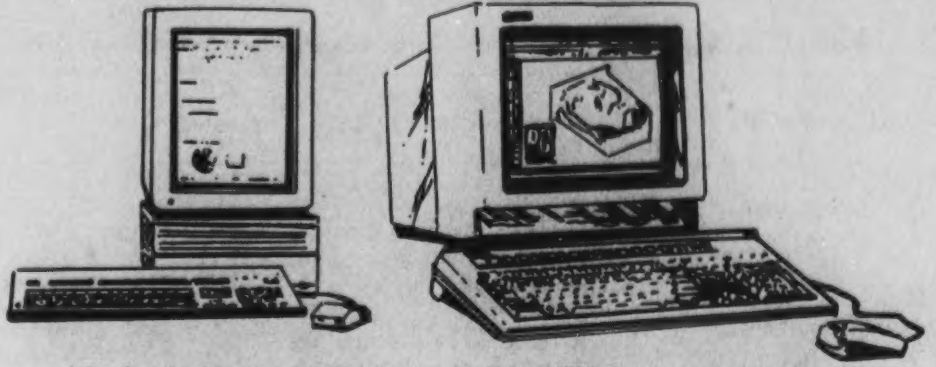
   c. AT-class computer (see Figure 1-b)

   d. 80386 and 80486

   e. Mini support stations

INFORMATION SHEET

FIGURE 1



(a) Apple Macintosh™ (b) AT-class computer

3. **Common types of operating systems used in DTP and their descriptions**

NOTE: This list of operating systems represents only a few of the several systems available.

a. **MS-DOS** (MicroSoft disk operating system)—System designed to be used with the original IBM personal computer but has come to be used with all IBM XTs and ATs as well as most IBM compatibles; application features include word-processing and all computer applications that can be used with DTP

b. **OS/2** (operating system/2)—System specifically designed to be used with IBM OS/2 series computers; application features include multi-tasking and a windows-like environment called a Presentation Manager

NOTE: To retain compatibility, OS/2 has the ability to access MS-DOS.

c. **Mac Operating System**—System specifically designed for mouse operation; application features include a windows-like environment and multi-tasking

d. **Apple DOS** (Apple disk operating system)—System designed to be used with floppy disks on early Apple (II and IIE) computers; application features include spread sheets and typical data bases

e. **Apple PRO-DOS** (Apple professional disk operating system)—System designed to be used with later Apple computer systems; provides more power than early system and allows access to hard disks; application features include word-processing and computer applications tailored to DTP

INFORMATION SHEET

f. **UNIX**—System designed to be used with AT&T computers; application features include text-manipulation and cut-and-paste capabilities as well as multi-user, multi-tasking, and networking capabilities that make it four to five times as powerful as earlier DOS systems

4. **Types of storage devices used in DTP systems and their characteristics** (Table 1)

TABLE 1: Characteristics of storage devices used in DTP systems

Characteristic	**Floppy diskettes**	**Hard disks**
Storage capacity	Are limited by size of diskette (high-density diskettes have larger storage capacity) NOTE: Floppy diskettes are available in various sizes (5¼" or 3½") and various capacities, such as high-density for a 1.2MB disk drive or 360 KB.	Are able to store more information in less space NOTE: Hard disks are available in various sizes, such as 20, 30, or 40 megabytes. Hard disks of 40 megabytes or larger are best suited for DTP.
Speed	Slow retrieval of information and cumbersome exchange when inserting disks to complete various tasks	Fast retrieval of information
Compatibility	Can be a problem if several users input information on computers with disk drives of different sizes	Not applicable
Portability	Are physically portable	Are electronically portable
Usage	Are more useful for backing up disks for long-term storage and saving space on hard-disk drive	Are more useful for efficient use of DTP and word-processing software

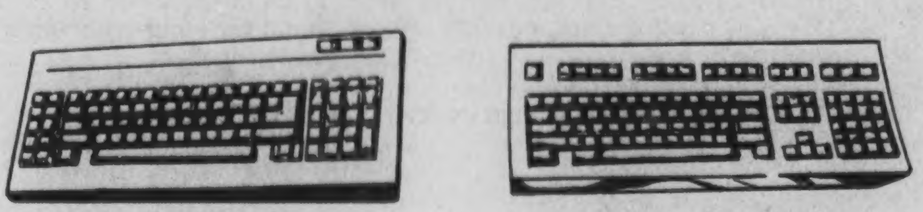
5. **Types of input devices used in DTP systems and their definitions**

a. **Keyboard** (see Figure 2-a and -b)—Typewriter-like unit used to enter information into computer

NOTE: Some keyboards also have function keys.

INFORMATION SHEET

FIGURE 2



(a) AT-style keyboard with function keys

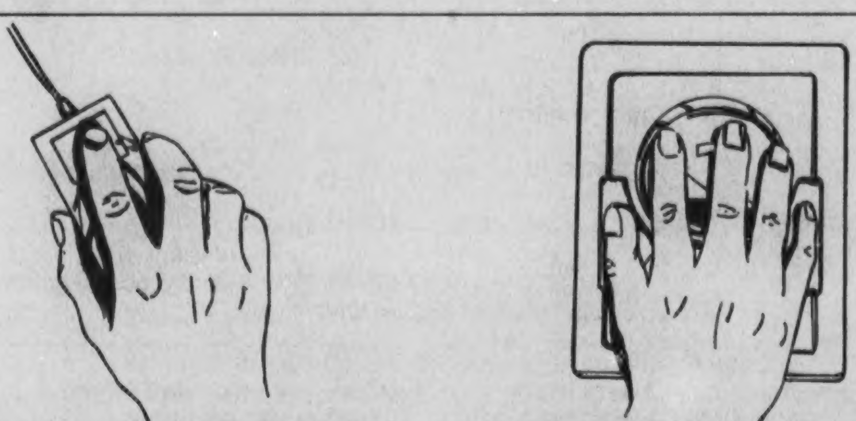
(b) Enhanced 101-key keyboard with function keys

b. **Monitor**—Monochrome (one-color) or color screen that displays information entered into computer

c. **Mouse** (Figure 3-a and -b)—Hand-held device used to control on-screen cursor or pointer when selecting items in pull-down menus, moving data, or drawing graphics in page-layout software

NOTE: A mouse can be purchased in many configurations. Two types are shown in Figure 3: (a) a mouse with a trackball that moves on the desktop and (b) a mouse with a trackball that is manipulated by the fingertips.

FIGURE 3



(a) Mouse with trackball designed to roll on desktop

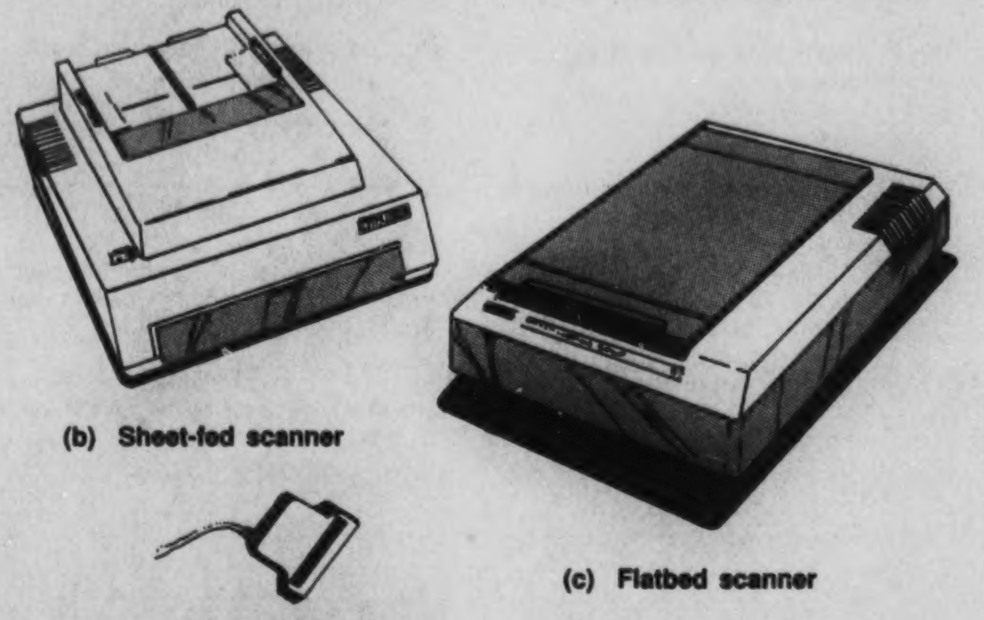
(b) Mouse with fingertip-operated trackball

INFORMATION SHEET

d. **Scanner**—Device that converts an image such as line art or photos to digital data usable by computer

NOTE: A scanner is an optional DTP input device. DTP systems do not require the use of scanners, but they are very worthwhile in more sophisticated DTP operations involving complex or intricate graphic images. Scanners are available in either hand-held, sheet-fed, or flatbed models. See Figure 4-a, -b, and -c.

FIGURE 4



(b) Sheet-fed scanner

(c) Flatbed scanner

(a) Hand-held scanner

6. Advantages of adding a scanner to a DTP system

a. Provide a quick and simple way to utilize hard-copy images such as photos or line art

b. Can reproduce images at reduced, enlarged, or original size

c. Can reproduce images in color or in various shades of gray

d. Some can support optical character recognition (OCR) software used to scan typed or typeset text

INFORMATION SHEET

7. **Types of monitors used in DTP systems and their descriptions** (Figure 5)

NOTE: Monitors are available in various types and sizes and should be selected according to their intended use. For example, black and white 19-inch monitors are best for applications requiring extended work or intricate detail. Also, when purchasing monitors, remember that a monitor's capabilities are only as good as the graphics adapter board with which it is combined. The graphics adapter board provides the communication link among the graphics software, word-processing software, and the computer. It tells the monitor how to arrange graphics and text on the display.

a. Monochrome—Displays one color on a solid background

NOTE: A white screen with black type is an example of a monochrome monitor.

b. Color—Displays multi-colors

EXAMPLES: CGA, EGA, VGA

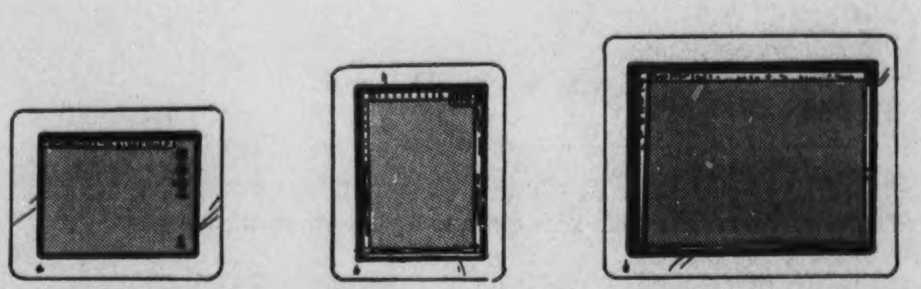
c. Full-page—Displays one full-size (8½" × 11") page

NOTE: Full-page monitors can be either monochrome or color.

d. Two-page—Displays two pages simultaneously

NOTE: Two-page monitors can be either monochrome or color.

FIGURE 5



(a) Standard monitor **(b) Full-page monitor** **(c) Two-page monitor**

INFORMATION SHEET

8. **Types of printers used in DTP systems and their descriptions**

NOTE: Desktop publishing requires a printer that can print text and graphics and can support DTP software.

a. **Dot-matrix printer** (impact printer) (Figure 6-a)—Printer capable of supplying 160-DPI or more resolution; uses a pin head and ink to impact characters and graphics on paper by placing a large number of tiny dots close together

b. **Laser printer** (Figure 6-b)—Printer capable of supplying a resolution of 300 DPI or more; uses intense light and toner to transfer (or draw) images on paper

EXAMPLES: Apple LaserWriter, Hewlett Packard LaserJet Series II

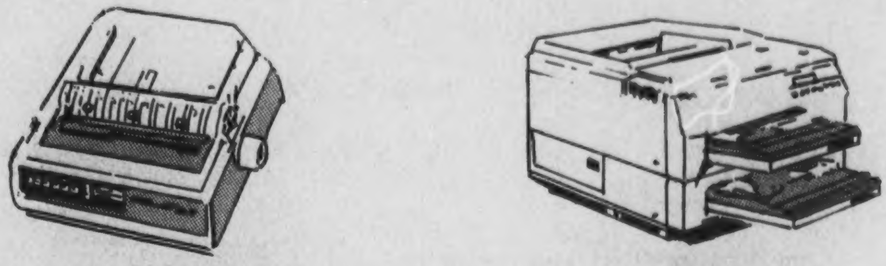
c. **Phototypesetting printer** (Figure 6-c)—Printer capable of supplying high resolutions of 1270 DPI to 3000 DPI; uses a photographic process to transfer images onto special paper

EXAMPLES: Allied Linotype Linotronic 100 or Linotronic 300

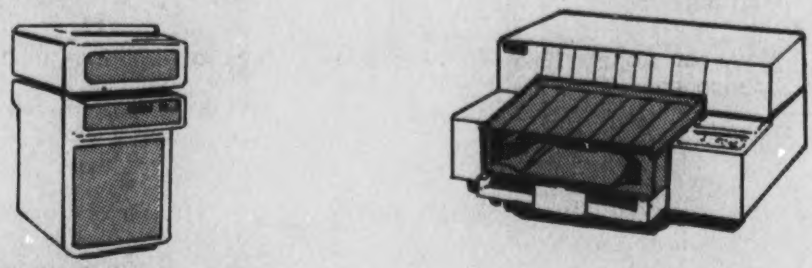
d. **Inkjet printer** (Figure 6-d)—Printer capable of supplying near-laser-quality resolutions; forms characters and graphics by spraying ink on paper

EXAMPLE: Hewlett Packard InkJet

FIGURE 6



(a) Dot-matrix printer **(b) Laser printer**



(c) Phototypesetting printer **(d) Inkjet printer**

INFORMATION SHEET

9. **Common features of laser printers used in DTP systems**

   a. **Minimum of 512K of memory**

   NOTE: Although 512K of memory is required for DTP applications, more memory is recommended to provide printing of multiple graphics and type styles (fonts) and to decrease the time it takes to print a document.

   b. **300-DPI resolution**

   NOTE: Laser printers can be upgraded to 600 DPI or more.

   c. **Page-description language**

   NOTE: A page-description language is a computer language (stored either in the printer or in the computer) that tells how text and graphics are placed on a page. Adobe PostScript™ is an example of a page-description language.

   d. **Hard fonts**

   NOTE: Hard fonts are a group of fonts built into the printer's memory or available on a cartridge that can be inserted into the printer.

   e. **Soft fonts**

   NOTE: Soft fonts are fonts that are stored on the computer then downloaded to the printer prior to or during the printing operation.

10. **Basic page-layout-software text-tool operations and their definitions**

   a. **Type text**—To keyboard text

   b. **Edit text**—To delete, insert, or rearrange text

   c. **Cut and paste text**—To mark text so that it will be removed from its current position, temporarily stored in the computer's memory, and then retrieved in another position

   d. **Copy and paste text**—To mark text so that it will be left in its current position, while a copy is temporarily stored in the computer's memory, and then retrieved in another position

   e. **Move or adjust text**—To rearrange an area of text that is defined by boundaries

DESKTOP PUBLISHING SYSTEMS
UNIT II

STUDENT SUPPLEMENT 1—TEXT FOR JOB SHEET 3

Cut-and-paste operations are essential in efficient desktop-publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.

Text is enclosed in handles that indicate where the text begins and ends. Handles enable you to flow text around artwork or photos and arrange text on a page. You can also use handles to change the line length of text.

DESKTOP PUBLISHING SYSTEMS
UNIT II

ASSIGNMENT SHEET 1—COMPLETE A DTP SYSTEM-SPECIFICATIONS LIST

Name ______________________________ Score ____________

Directions: Examine the DTP system used on site and interview the class instructor to determine its specifications. Record the information you obtain on the blanks provided below.

DTP system-specifications list

1. Type of computer ______________________________
2. Amount of RAM ______________________________
3. Capacity of hard drive (if available) ______________________________
4. Number of floppy drives ______________________________
5. Capacity of floppy diskettes required ______________________________
6. Type of keyboard (i.e., enhanced) ______________________________
7. Type of monitor (i.e., monochrome, color) ______________________________
8. Type of mouse and number of buttons ______________________________
9. Type of printer ______________________________

ASSIGNMENT SHEET 1

DTP system-specifications list (cont.)

---

10. Operating system ____________________

11. Word-processing software ____________________

12. Page-layout software ____________________

13. Graphics software ____________________

DESKTOP PUBLISHING SYSTEMS
UNIT II

ASSIGNMENT SHEET 2—DETERMINE SYSTEM REQUIREMENTS FOR A SPECIFIC SOFTWARE PACKAGE

Name ______________________________ Score __________

Directions: Select one word-processing software or DTP page-layout software package. Determine the system specifications necessary for using the software package, and record the information you obtain on the blanks provided below.

Name of software ______________________________

Type of software (Check one of the following.)

_____ Word processing _____ Page layout

Software-package system requirements

1. Type of computer ______________________________
2. Amount of RAM ______________________________
3. Operating system ______________________________
4. Capacity of hard drive (if available) ______________________________
5. Number of floppy drives ______________________________
6. Capacity of floppy diskettes required ______________________________
7. Type of keyboard (i.e., enhanced) ______________________________

ASSIGNMENT SHEET 2

Software-package system requirements (cont.)

8. Type of monitor (i.e., monochrome, color) ____________________

9. Type of mouse and number of buttons ____________________

10. Type of printer ____________________

DESKTOP PUBLISHING SYSTEMS
UNIT II

ASSIGNMENT SHEET 3—EXAMINE PAGE-LAYOUT-SOFTWARE MANUAL FOR BASIC TEXT-TOOL OPERATIONS

Name ______________________________ Score __________

Directions: Examine the page-layout software manual for the software used on site. Read the instructions for the following operations and record the instructions for those operations on the blank lines provided below.

1. Type text ______________________________

2. Edit text ______________________________

3. Cut and paste text ______________________________

ASSIGNMENT SHEET 3

4. Copy and paste text

5. Move or adjust text

6. Change type size

DESKTOP PUBLISHING SYSTEMS
UNIT II

ASSIGNMENT SHEET 4—DETERMINE BASIC COSTS OF DTP SYSTEMS

Name ______________________________ Score __________

Directions: Your instructor will arrange for you to visit a desktop-publishing equipment vendor and talk with the owner/operator about the cost of hardware and software required for the operation. Make three copies of the following DTP system checklist and compare three systems, using the checklist as a guideline for system configuration. Include acquisition costs where they are applicable.

DTP system checklist

1. Type of computer
   _____ Dedicated DTP system
   _____ Apple Macintosh
   _____ AT-class computer
   _____ Other

   Cost ____________

2. Size of processor
   _____ 80286
   _____ 80386
   _____ 68000

   Cost ____________

3. Amount of RAM
   _____ 512 K
   _____ 640 K
   _____ 1.2 MB
   _____ Other

   Cost ____________

4. Size of hard drive
   _____ 20 MB
   _____ 30 MB
   _____ 40 MB
   _____ Other

   Cost ____________

5. Number of floppy drives
   _____ One
   _____ Two
   _____ Other

   Cost ____________

6. Size of floppy drives
   _____ 360 K
   _____ 1.2 MB
   _____ Other

   Cost ____________

7. Size of floppy disks
   _____ 5¼"
   _____ 3½"
   _____ Other

   Cost ____________

8. Type of keyboard
   _____ AT-class
   _____ Enhanced 101
   _____ Other

   Cost ____________

9. Type of monitor
   _____ Monochrome
   _____ Color
   _____ Full-page
   _____ Two-page
   _____ Other

   Cost ____________

10. Graphics card ____________

    Cost ____________

ASSIGNMENT SHEET 4

DTP system checklist (cont.)

11. Size of monitor
    _____ 12"
    _____ 14"
    _____ 19"
    _____ Other
    Cost ____________________

12. Type of mouse
    _____ Bus
    _____ Serial
    Cost ____________________

13. Type of printer
    _____ Dot matrix
    _____ Laser
    _____ Professional typesetting
    _____ Other
    Cost ____________________

14. Amount of laser printer RAM
    _____ 512 K
    _____ 1 MB
    _____ 2 MB
    _____ Other
    Cost ____________________

15. Number of ports
    _____ Parallel
    _____ Serial
    Cost ____________________

16. Operating system
    _____ MS-DOS
    _____ OS/2
    _____ UNIX
    _____ Apple PRO-DOS
    _____ MacDOS
    _____ Other
    Cost ____________________

17. Additional type fonts ____________________
    ____
    ____
    Cost ____________________

18. Word-processing software ____________________
    ____
    Cost ____________________

19. Page-layout software ____________________
    ____
    Cost ____________________

20. Paint software ____________________
    ____
    Cost ____________________

21. Draw software ____________________
    ____
    Cost ____________________

22. Clip art ____________________
    ____
    Cost ____________________

TOTAL hardware costs ____

TOTAL software costs ____

TOTAL investment ____

DESKTOP PUBLISHING SYSTEMS
UNIT II

ASSIGNMENT SHEET ANSWERS

Assignment Sheet 1

Evaluated to the satisfaction of the instructor

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

Assignment Sheet 3

Evaluated to the satisfaction of the instructor

Assignment Sheet 4

Evaluated to the satisfaction of the instructor

DESKTOP PUBLISHING SYSTEMS
UNIT II

JOB SHEET 1—CREATE, EDIT, AND MOVE A HEADLINE

A. Equipment and materials

- Microcomputer with one or two floppy disk drives and/or hard drive
- Mouse
- Operating-system diskette (if computer does not have a hard drive)
- Page-layout software
- Printer
- Pen
- Assignment Sheet 3

B. Procedure

NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.

1. Boot computer
2. Turn on printer
3. Activate page-layout software
4. Create new file and complete initial setup, *if* required
5. Use the following specifications to **create headline** shown in Figure 1 below

   Specifications:

   - Use upper-case letters in 10-point type
   - Place headline on page approximately 2 inches from top edge

FIGURE 1

EDITING TECHNIQUES FOR DESKTOP PUBLISHING

6. Print page and write your name and "Job Sheet 1—Job 1" at top of printed page

JOB SHEET 1

7. Use mouse and appropriate editing tool to **center headline**
8. Print page and write your name and "Job Sheet 1—Job 2" at top of printed page
9. Use mouse and appropriate editing tools to **change headline type size** from 10-point to 12-point type
10. Print page and write your name and "Job Sheet 1—Job 3" at top of printed page
11. Use mouse and appropriate editing tools to **edit headline** to read as shown in Figure 2 below

FIGURE 2

DESKTOP-PUBLISHING EDITING TECHNIQUES

12. Print page and write your name and "Job Sheet 1—Job 4" at top of printed page
13. Use mouse and appropriate steps necessary to move headline upward to place it 1½ inches from top of page
14. Print page and write your name and "Job Sheet 1—Job 5" at top of printed page
15. Save file, using appropriate name
16. Close file
17. Exit page-layout software
18. Turn off computer and printer

    OR

    Continue to next job sheet, as directed by instructor
19. Submit Jobs 1 through 5 to instructor for evaluation

DESKTOP PUBLISHING SYSTEMS
UNIT II

JOB SHEET 2—PLACE A FILE AND THEN EDIT AND MOVE SENTENCES WITHIN FILE PARAGRAPHS

A. **Equipment and materials**

- Microcomputer with one or two floppy disk drives and/or hard drive
- Mouse
- Operating-system diskette (if computer does not have a hard drive)
- Page-layout software
- Printer

B. **Procedure**

NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.

1. Boot computer
2. Turn on printer
3. Activate page-layout software
4. Open file created in Job Sheet 1
5. **Place word-processed file** created in Unit 1, Job Sheet 3

   NOTE: The text paragraphs in the file should appear as shown in Figure 1 below.

FIGURE 1

Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements.

Editing text in page-layout software is **simple.** It is important to follow each step carefully. Sentences can be moved within paragraphs or to other places in the document. Entire paragraphs can be rearranged with ease.

JOB SHEET 2

6. **Insert and delete words in sentences in text paragraph**
    a. Refer to third sentence of second text paragraph; see highlighted text in Figure 2 below

FIGURE 2

> Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements.
>
> Editing text in page-layout software is **simple.** It is important to follow each step carefully. **Sentences can be moved within paragraphs or to other places in the document.** Entire paragraphs can be rearranged with ease.

    b. Using the mouse and appropriate editing tools and keystrokes, insert the word *moved* between the words *or* and *to*

NOTE: The paragraph should now appear as it does in Figure 3 below.

FIGURE 3

> Editing text in page-layout software is **simple.** It is important to follow each step carefully. Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease.

7. Save file
8. Print page and write your name and "Job Sheet 2—Job 1" at top of printed page
9. **Delete sentence in text paragraph**
    a. Refer to second sentence of second text paragraph; see highlighted text in Figure 4 below

FIGURE 4

> Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements.
>
> Editing text in page-layout software is **simple. It is important to follow each step carefully.** Sentences can be moved within paragraphs or to other places in the document. Entire paragraphs can be rearranged with ease.

JOB SHEET 2

b. Using mouse and appropriate editing tools, delete highlighted sentence

NOTE: The paragraph should now appear as it does in Figure 5 below.

FIGURE 5

> Editing text in page-layout software is **simple.** Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease.

10. Save file
11. Print page and write your name and "Job Sheet 2—Job 2" on printed page
12. **Copy and paste a sentence in text paragraph**

    a. Refer to first sentence of first text paragraph; see highlighted text in Figure 6 below

FIGURE 6

> **Desktop-publishing software provides unlimited opportunities to produce professional-looking documents.** The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements.
>
> Editing text in page-layout software is **simple.** Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease.

b. Using mouse and appropriate editing tools, copy highlighted sentence then paste (retrieve) sentence at end of first text paragraph

NOTE: The text paragraph should now appear as it does in Figure 7 below.

FIGURE 7

> Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements. Desktop-publishing software provides unlimited opportunities to produce professional-looking documents.

JOB SHEET 2

13. Save file

14. Print page and write your name and "Job Sheet 2—Job 3" on printed page

15. **Cut and paste a sentence in text paragraph**

    a. Refer to last sentence of first text paragraph; see highlighted text in Figure 8 below

FIGURE 8

Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements. **Desktop-publishing software provides unlimited opportunities to produce professional-looking documents**.

Editing text in page-layout software is **simple.** It is important to follow each step carefully. Sentences can be moved within paragraphs or to other places in the document. Entire paragraphs can be rearranged with ease.

    b. Using mouse and appropriate editing tools, cut highlighted sentence and then paste (retrieve) sentence at end of second text paragraph

    NOTE: The page should now appear as it does in Figure 9 below.

FIGURE 9

DESKTOP-PUBLISHING EDITING TECHNIQUES

Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements.

Editing text in page-layout software is **simple.** Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease. Desktop-publishing software provides unlimited opportunities to produce professional-looking documents.

16. Save file

17. Print page and write your name and "Job Sheet—Job 4" at top of printed page

18. Close file

JOB SHEET 2

19. Exit page-layout software
20. Turn off computer and printer

    OR

    Continue to next job sheet, as directed by instructor
21. Submit Jobs 1 through 4 to instructor for evaluation

DESKTOP PUBLISHING SYSTEMS
UNIT II

JOB SHEET 3—COPY/PASTE A PARAGRAPH, CUT/PASTE A PARAGRAPH, AND MOVE A PARAGRAPH

A. **Equipment and materials**

- Microcomputer with one or two floppy disk drives and/or hard drive
- Mouse
- Operating-system diskette (if computer does not have a hard drive)
- Page-layout software
- Printer
- Student Supplement 1

B. **Procedure**

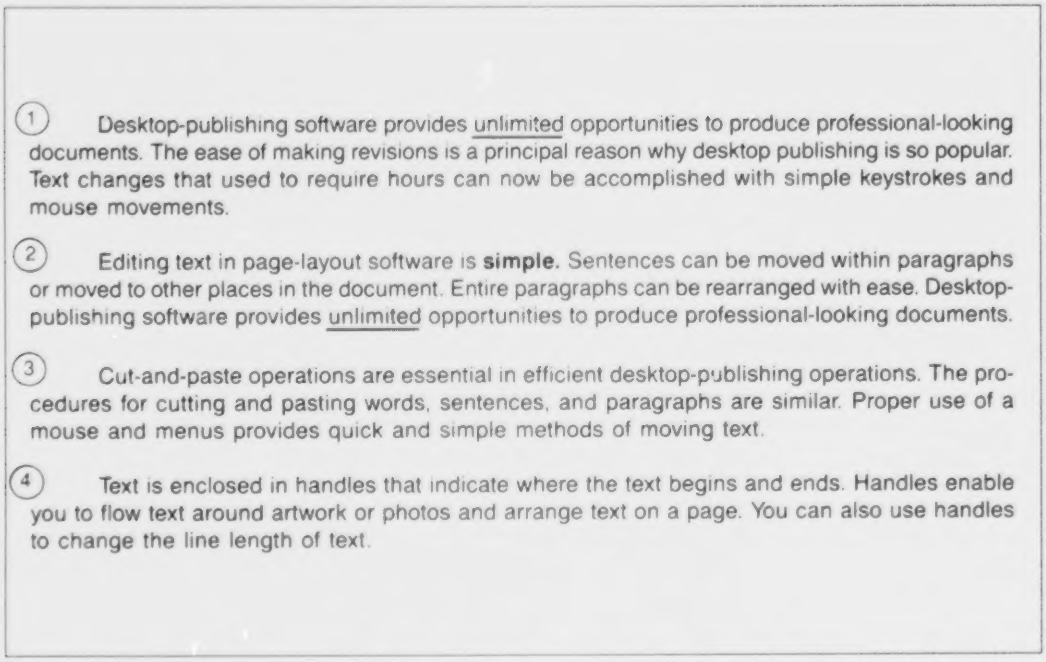
NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.

1. Boot computer
2. Turn on printer
3. Activate page-layout software
4. Open file created in Job Sheet 2
5. **Create two text paragraphs** by typing and inserting text provided in Student Supplement 1 below the existing text paragraphs

   NOTE: The text paragraphs should appear as shown in Figure 1 below. The numbers that appear beside the paragraphs are reference numbers you will use in the following steps in the procedure.

JOB SHEET 3

FIGURE 1



① Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements.

② Editing text in page-layout software is **simple.** Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease. Desktop-publishing software provides unlimited opportunities to produce professional-looking documents.

③ Cut-and-paste operations are essential in efficient desktop-publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.

④ Text is enclosed in handles that indicate where the text begins and ends. Handles enable you to flow text around artwork or photos and arrange text on a page. You can also use handles to change the line length of text.

6. Save file
7. Print page and write your name and "Job Sheet 3—Job 1" at top of printed page
8. **Copy and paste text paragraph**
    a. Refer to text paragraph 3; see Figure 1 above
    b. Using the mouse and appropriate editing tools, copy text paragraph 3 and paste (retrieve) the paragraph below the last text paragraph (paragraph 4)

    NOTE: The text paragraphs should now appear as they do in Figure 2 below.

JOB SHEET 3

FIGURE 2

① Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements.

② Editing text in page-layout software is **simple.** Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease. Desktop-publishing software provides unlimited opportunities to produce professional-looking documents.

③ Cut-and-paste operations are essential in efficient desktop-publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.

④ Text is enclosed in handles that indicate where the text begins and ends. Handles enable you to flow text around artwork or photos and arrange text on a page. You can also use handles to change the line length of text.

⑤ Cut-and-paste operations are essential in efficient desktop-publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.

9. Save file

10. Print page and write your name and "Job Sheet 3—Job 2" at top of printed page

11. **Cut and paste text paragraph**

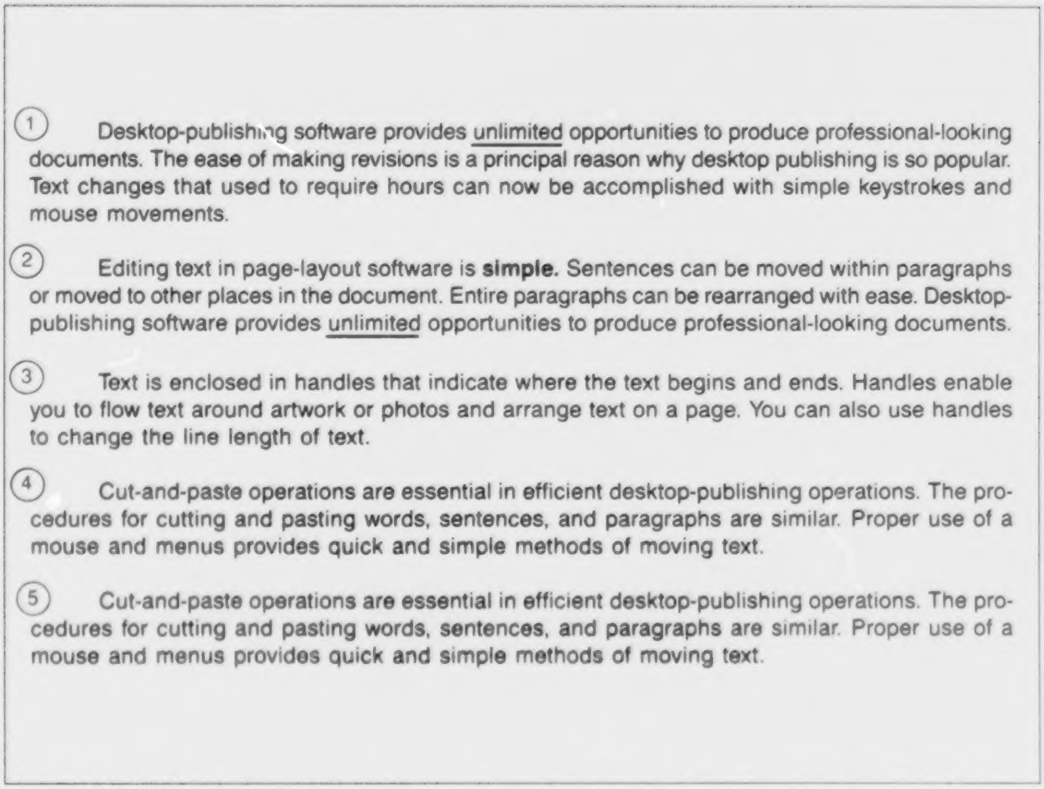
    a. Refer to text paragraph 4; see Figure 2 above

    b. Using the mouse and appropriate editing tools, cut text paragraph 4 and paste (retrieve) the paragraph between text paragraphs 2 and 3

       NOTE: The text paragraphs should appear as they do in Figure 3 below.

JOB SHEET 3

FIGURE 3



① Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements.

② Editing text in page-layout software is **simple.** Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease. Desktop-publishing software provides unlimited opportunities to produce professional-looking documents.

③ Text is enclosed in handles that indicate where the text begins and ends. Handles enable you to flow text around artwork or photos and arrange text on a page. You can also use handles to change the line length of text.

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⑤ Cut-and-paste operations are essential in efficient desktop-publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.

12. Save file

13. Print page and write your name and "Job Sheet 3—Job 3" at top of printed page

14. **Move text paragraph**

    a. Refer to text paragraph 5; see Figure 3 above

    b. Using the mouse and/or appropriate editing-tool combination, move (drag) text paragraph 5 to a location 2 inches below text paragraph 4

    NOTE: The page should now appear as it does in Figure 4 below.

JOB SHEET 3

FIGURE 4

DESKTOP-PUBLISHING EDITING TECHNIQUES

Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes that used to require hours can now be accomplished with simple keystrokes and mouse movements.

Editing text in page-layout software is **simple.** Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease. Desktop-publishing software provides unlimited opportunities to produce professional-looking documents.

Text is enclosed in handles that indicate where the text begins and ends. Handles enable you to flow text around artwork or photos and arrange text on a page. You can also use handles to change the line length of text.

Cut-and-paste operations are essential in efficient desktop-publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.

Cut-and-paste operations are essential in efficient desktop-publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.

15. Save file
16. Print page and write your name and "Job Sheet 3—Job 4" at top of printed page
17. Close file
18. Exit page-layout software
19. Turn off computer and printer
20. Submit Jobs 1 through 4 to instructor for evaluation

DESKTOP PUBLISHING SYSTEMS
UNIT II

PRACTICAL TEST 1

JOB SHEET 1—CREATE, EDIT, AND MOVE A HEADLINE

Student's name ______________________ **Date** ______________

Evaluator's name ______________________ **Attempt no.** ______________

> Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Completed startup.	☐	☐
2. Created headline.	☐	☐
3. Edited headline.	☐	☐
4. Centered headline.	☐	☐
5. Changed headline type size.	☐	☐
6. Moved headline.	☐	☐
7. Saved file.	☐	☐
8. Printed page.	☐	☐
9. Secured equipment and software.	☐	☐

EVALUATOR'S COMMENTS: ____

____

____

PRACTICAL TEST 1

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:				
Created headline of specified type size and centered on page correctly	4	3	2	1

EVALUATOR'S COMMENTS: ____________________

____

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training.
3 — Moderately skilled — Has performed job during training program; additional training may be required.
2 — Limited skill — Has performed job during training program; additional training is required to develop skill.
1 — Unskilled — Is familiar with process, but is unable to perform job.

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DESKTOP PUBLISHING SYSTEMS
UNIT II

PRACTICAL TEST 2

JOB SHEET 2—PLACE A FILE AND THEN EDIT AND MOVE SENTENCES WITHIN FILE PARAGRAPHS

Student's name ______________________ **Date** ______________

Evaluator's name ______________________ **Attempt no.** ______________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Completed startup.	☐	☐
2. Placed word-processed file.	☐	☐
3. Used text-insertion and -deletion procedures.	☐	☐
4. Used copy-and-paste procedures.	☐	☐
5. Used cut-and-paste procedures.	☐	☐
6. Saved file.	☐	☐
7. Printed pages required.	☐	☐
8. Secured equipment and software.	☐	☐

EVALUATOR'S COMMENTS: ______________________________________

____

____

PRACTICAL TEST 2

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:				
Inserted and deleted words in sentences as specified	4	3	2	1
Deleted sentence as specified	4	3	2	1
Copied and pasted sentence as specified	4	3	2	1
Cut and pasted sentence as specified	4	3	2	1

EVALUATOR'S COMMENTS: ______________________________

____

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training.
3 — Moderately skilled — Has performed job during training program; additional training may be required.
2 — Limited skill — Has performed job during training program; additional training is required to develop skill.
1 — Unskilled — Is familiar with process, but is unable to perform job.

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Produce Evaluation" and divide by the total number of criteria.

DESKTOP PUBLISHING SYSTEMS
UNIT II

PRACTICAL TEST 3

JOB SHEET 3—COPY/PASTE A PARAGRAPH, CUT/PASTE A PARAGRAPH, AND MOVE A PARAGRAPH

Student's name ______________________________ **Date** ____________________

Evaluator's name ______________________________ **Attempt no.** ______________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Completed startup.	☐	☐
2. Opened file created in Job Sheet 2.	☐	☐
3. Created two text paragraphs.	☐	☐
4. Used copy-and-paste procedures.	☐	☐
5. Used cut-and-paste procedures.	☐	☐
6. Used move-text procedures.	☐	☐
7. Saved file.	☐	☐
8. Printed pages required.	☐	☐
9. Secured equipment and software.	☐	☐

EVALUATOR'S COMMENTS: ____

____

____

PRACTICAL TEST 3

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:				
Created text paragraphs as specified	4	3	2	1
Copied and pasted text paragraph as specified	4	3	2	1
Cut and pasted text paragraph as specified	4	3	2	1
Moved text paragraph as specified	4	3	2	1

EVALUATOR'S COMMENTS: ____________________

____

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training.
3 — Moderately skilled — Has performed job during training program; additional training may be required.
2 — Limited skill — Has performed job during training program; additional training is required to develop skill.
1 — Unskilled — Is familiar with process, but is unable to perform job.

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Produce Evaluation" and divide by the total number of criteria.

DESKTOP PUBLISHING SYSTEMS
UNIT II

WRITTEN TEST

Name ______________________________ Score ____________

1. Match terms associated with DTP systems to their correct definitions. Write the numbers on the blanks provided. Terms and definitions continue on the next page.

______a. Unit of measure related to how much information a computer can manipulate and store

______b. Computers that use 80386 or 80486 processors and permit multi-tasking

______c. Measure of print density

______d. Boundaries around a graphic image or text indicating it has been selected

______e. Symbol representing a particular page-layout operation

______f. Computer program responsible for housekeeping and establishing communications between disk-storage device and computer; tells computer how to manipulate information

______g. Icon indicating mouse position

______h. Computer with an operating system and software that simulate another computer manufacturer's products

______i. Temporary memory that stores data and programs while computer is in use

______j. Density of dots per inch

______k. Simultaneous graphic display of several applications

______l. Page-layout tool utilizing keyboard to delete, insert, or modify text

______m. Group of icons for page-layout operations

1. Text tool
2. Pointer
3. Handles
4. Resolution
5. RAM
6. Compatible
7. DPI
8. IBM Presentation Manager
9. Operating system
10. Tool box
11. Byte
12. Icon
13. 80386 and 80486 computers

WRITTEN TEST

_______n. Advanced-technology computer; computer that uses an 80286 or 80386 processor and permits multi-tasking

_______o. Extended-technology computer; computer that uses an 8088 processor

_______p. Using more than one application simultaneously

_______q. Graphic display that allows quick movement from one application to another without exiting the application

_______r. Ability to connect several workstations into one system that shares equipment and software

_______s. Equipment used to store and retrieve information on a computer

_______t. Equipment used to enter information into a computer

_______u. Portion of computer that stores information and software while machine is on

14. Input device
15. Networking capability
16. Multi-tasking
17. AT
18. XT
19. Storage device
20. Windows-like environment
21. Memory

2. List types of computer systems used in DTP.

a. ____

b. ____

c. ____

d. ____

e. ____

WRITTEN TEST

3. Match common operating systems used in DTP to their correct descriptions. Write the numbers on the blanks provided.

   ______a. System designed to be used with later Apple computer systems; provides more power than early system and allows access to hard disks; application features include word-processing and computer applications tailored to DTP

   ______b. System designed to be used with AT&T computers; application features include text-manipulation and cut-and-paste capabilities as well as multi-user, multitasking, and networking capabilities that make it four to five times as powerful as earlier DOS models

   ______c. System specifically designed to be used with IBM OS/2 series computers; application features include multi-tasking and a windows-like environment called a Presentation Manager

   ______d. System designed to be used with floppy disks on early Apple (II and IIE) computers; application features include spread sheets and typical data bases

   ______e. System designed to be used with the original IBM personal computer but has come to be used with all IBM XTs and ATs as well as most IBM compatibles; application features include word-processing and all computer applications that can be used with DTP

   ______f. System specifically designed for mouse operation; application features include a windows-like environment and multitasking

   1. MS-DOS
   2. OS/2
   3. Apple DOS
   4. Apple PRO-DOS
   5. UNIX
   6. Mac Operating System

4. Complete statements concerning characteristics of types of storage devices used in DTP systems. Circle the word(s) that best completes each statement.

   a. The (**storage capacity** or **speed**) of a floppy diskette is limited by the size of the diskette.

   b. Retrieval of information is (**faster** or **slower**) with a floppy diskette than with a hard disk.

   c. Compatibility can be a problem with a (**hard disk** or **floppy diskette**) if several users input information on computers with disk drives of different sizes.

WRITTEN TEST

d. A (**floppy diskette** or **hard disk**) is more useful for efficient use of DTP and word-processing software.

e. A (**floppy diskette** or **hard disk**) is electronically portable

5. Match types of input devices used in DTP systems to their correct definitions. Write the numbers on the blanks provided.

______a. Typewriter-like unit used to enter information into computer

______b. Monochrome or color screen that displays information entered into computer

______c. Hand-held device used to control on-screen cursor or pointer when selecting items in pull-down menus, moving data, or drawing graphics in page-layout software

______d. Device that converts an image such as line art or photos to digital data usable by computer

1. Mouse
2. Scanner
3. Monitor
4. Keyboard

6. Discuss advantages of adding a scanner to a DTP system. Write your answer on the blanks provided.

____

____

____

____

____

____

7. State descriptions of the types of monitors used in DTP systems. Write your answers on the blanks provided.

a. Monochrome ________________________________

____

____

WRITTEN TEST

b. Color ____

____

____

c. Full-page ____

____

____

d. Two-page ____

____

____

8. Match types of printers used in DTP systems to their correct descriptions. Write the numbers on the blanks provided.

______a.	Printer capable of supplying 160-DPI or more resolution; uses a pin head and ink to impact characters and graphics on paper by placing a large number of tiny dots close together	1.	Phototypesetting printer
______b.	Printer capable of supplying a resolution of 300 DPI or more; uses intense light and toner to transfer images on paper	2.	Dot-matrix printer
______c.	Printer capable of supplying high resolutions of 1270 DPI to 3000 DPI; uses a photographic process to transfer images onto special paper	3.	Laser printer
______d.	Printer capable of supplying near-laser-quality resolutions; forms characters and graphics by spraying ink on paper	4.	Inkjet printer

9. List common features of laser printers used in DTP systems. Write your answers on the blanks provided.

a. ____

b. ____

c. ____

d. ____

e. ____

WRITTEN TEST

10. Match basic page-layout-software text-tool operations to their correct definitions. Write the numbers on the blanks provided.

______a. To keyboard text

______b. To delete, insert, or rearrange text

______c. To mark text so that it will be removed from its current position, temporarily stored in the computer's memory, and then retrieved in another position

______d. To mark text so that it will be left in its current position, while a copy is temporarily stored in the computer's memory, and then retrieved in another position

______e. To rearrange an area of text that is defined by boundaries

1. Cut and paste text
2. Type text
3. Edit text
4. Copy and paste text
5. Move or adjust text

DESKTOP PUBLISHING SYSTEMS
UNIT II

WRITTEN TEST ANSWERS

1. a. 11
   b. 13
   c. 7
   d. 3
   e. 12
   f. 9
   g. 2
   h. 6
   i. 5
   j. 4
   k. 8
   l. 1
   m. 10
   n. 17
   o. 18
   p. 16
   q. 20
   r. 15
   s. 19
   t. 14
   u. 21

2. a. Dedicated DTP system
   b. Apple Macintosh™
   c. AT-class computer
   d. 80386 and 80486
   e. Mini support station

3. a. 4
   b. 5
   c. 2
   d. 3
   e. 1
   f. 6

4. a. Storage capacity
   b. Slower
   c. Floppy diskette
   d. Hard disk
   e. Hard disk

5. a. 4
   b. 3
   c. 1
   d. 2

6. Discussion should include the following

   a. Provide a quick and simple way to utilize hard-copy images such as photos or line art
   b. Can reproduce images at reduced, enlarged, or original size
   c. Can reproduce images in color or in various shades of gray
   d. Some can support optical character recognition software used to scan typed or typeset text

7. a. Displays one color on a solid background
   b. Displays multi-colors
   c. Displays one full-size page
   d. Displays two pages simultaneously

8. a. 2
   b. 3
   c. 1
   d. 4

WRITTEN TEST ANSWERS

9. a. Minimum of 512K memory
   b. 300-DPI resolution
   c. Page-description language
   d. Hard fonts
   e. Soft fonts

10. a. 2 d. 4
    b. 3 e. 5
    c. 1

SOFTWARE
UNIT III

OBJECTIVE SHEET

UNIT OBJECTIVE

After completing this unit, the student should be able to identify software used in DTP systems and appropriate applications for this software. The student should also be able to use page-layout menus. The student will demonstrate these competencies by correctly completing the assignment sheet and job sheets and by scoring a minimum of 85 percent on the written test.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with DTP software to their correct definitions.
2. Match types of software used in DTP systems to their correct uses.
3. List factors to consider before purchasing DTP software.
4. State characteristics of quality word-processing software.
5. Complete statements concerning characteristics of quality draw software.
6. Complete statements concerning characteristics of quality paint software.
7. List characteristics of quality page-layout software.
8. Match basic page-layout-software features to their correct descriptions.
9. Match page-setup features to their correct descriptions.
10. Match paragraph-specification features to their correct descriptions.
11. Define type-specification features.
12. Describe editing features.
13. Evaluate a page-layout-software package. (Assignment Sheet 1)
14. Practice using publication-window features. (Job Sheet 1)
15. Practice using page-specification features. (Job Sheet 2)
16. Practice using paragraph- and type-specification features and flow text. (Job Sheet 3)
17. Create a letterhead. (Job Sheet 4)

SOFTWARE
UNIT III

SUGGESTED ACTIVITIES

Instructional plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit.
3. Review the informational items provided in Instructor Supplements 1 and 2 for suggested resources for materials concerning desktop-publishing software.
4. Provide students with objective sheet.
5. Discuss unit and specific objectives.
6. Provide students with information sheet.
7. Discuss information sheet.
8. Provide students with assignment sheet.
9. Discuss and then have students complete assignment sheet.
10. Provide students with Student Supplement 1 and Job Sheet 1.
11. Discuss Job Sheet 1 and the use of Student Supplement 1; demonstrate the procedure outlined.
12. Have students complete Job Sheet 1.
13. Provide students with Student Supplement 2 and Job Sheet 2.
14. Discuss Job Sheet 2 and the use of Student Supplement 2; demonstrate the procedure outlined.
15. Have students complete Job Sheet 2.
16. Provide students with Job Sheet 3.
17. Discuss Job Sheet 3 and demonstrate the procedure outlined.
18. Provide students with Student Supplement 3 and Job Sheet 4.
19. Discuss Job Sheet 4 and the use of Student Supplement 3; demonstrate the procedure outlined.
20. Have students complete Job Sheet 4.

SUGGESTED ACTIVITIES

21. Give written test.
22. Compile assignment-sheet score, job-sheet ratings, and written-test score.
23. Reteach and retest as required.

Teaching suggestions

1. Have students collect articles on desktop-publishing software, including page-layout, paint, and draw software.
2. Have students compare word-processing software to page-layout software.
3. Have students review operator's manual for software used in class.
4. Show students examples of desktop-published materials.

References used in developing this unit

1. *The Apple Guide to Desktop Publishing.* Cupertino, CA: Apple Computer, Inc. Summer 1989.
2. *Introduction to Microcomputer Applications.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, Inc., 1984.
3. Parker, Roger C. *Looking Good In Print: A Guide to Basic Design for Desktop Publishing.* Chapel Hill, NC: Ventana Press, 1988.

SOFTWARE
UNIT III

INSTRUCTOR SUPPLEMENT 1—SOFTWARE PRODUCT LIST

The following list of software and books is provided for your convenience. The list is not comprehensive but simply a small sample of products available; the author and publisher do not endorse or promote any product or vendor. Our thanks to Vern Mastel of Team Electronics, Mandan, ND for compiling the list.

TABLE 1: Desktop-publishing product chart

Software	Power*	Ease**	Computer
Desktop publishing			
Xpress	9	5	Macintosh
First Publisher	6	6	IBM
Full Write Professional	9	7	Macintosh
GeoPublish	5	6	Apple
Medley	6	5	Apple IIgs
Newsroom Pro	4	6	Apple, IBM, Macintosh
Pagemaker	9	7	Macintosh, IBM
Personal Newsletter	5	5	Apple, IBM
Personal Publisher	3	4	Apple, IBM, Compac
Printrix	7	7	Apple, IBM
Publish-It!	7	4	Apple, IBM, Macintosh
Publish-It! Lite	4	4	IBM
Ready, Set, Go	9	5	Macintosh
Springboard Publisher	7	4	Apple, IBM, Macintosh
Ventura Publisher	9	7	IBM
Graphics			
Print Magic	4	2	Apple, IBM
Print Shop	3	2	Apple, IBM, Macintosh
Gem Draw	-	-	IBM
Corel Draw	-	-	IBM
Mac Draw	-	-	Macintosh
PC Paintbrush	-	-	IBM
Super Paint	-	-	Macintosh
Word processing			
Display Write	9	6	IBM
Microsoft Word	5	8	Macintosh, IBM
Microsoft Works	6	4	Macintosh, IBM
Multiscribe	3	2	Apple, Apple II
WordPerfect	9	6	Macintosh, IBM, Apple
Wordstar	6	4	IBM

Books

Looking Good In Print
Personal Publishing Magazine
Publishing from the Desktop
The Art of Desktop Publishing

*Power 1 = least powerful 10 = most powerful
**Ease 1 = least difficult 10 = most difficult

INSTRUCTOR SUPPLEMENT 1

TABLE 2: Product ordering information

Software	Vendor	Address	City	Zip
Desktop publishing				
Xpress	Quark	300 South Jackson	Denver, Co.	80209
First Publisher	Software Publishing	1901 Landings Dr.	Mountain View, CA	94039
Full Write Professional	Ashton Tate	20101 Hamilton Ave.	Torrance, CA	90502
GeoPublish	Berkeley Softworks	2150 Shattuck Drive	Berkeley, CA	94704
Medley	Miliken	1000 Research Road	St. Louis, MO	63132
Newsroom Pro	Springboard Software	7808 Creekridge Circle	Minneapolis, MN	55435
Pagemaker	Aldus	411 First Ave S	Seattle, WA	98104
Personal Newsletter	Executive Software	Box 1911	Murray Hill Sta., NY	10156
Personal Publisher	Executive Software	Box 1911	Murray Hill Sta., NY	10156
Printrix	Data Transforms	616 Washington St.	Denver, CO	80203
Publish-It!	Timeworks	444 Lake Cook Road	Deerfield, IL	60015
Publish-It! Lite	Timeworks	444 Lake Cook Road	Deerfield, IL	60015
Ready, Set, Go	LetraSet	40 Eisenhower Dr.	Paramus, NJ	07653
Springboard Publisher	Springboard Software	7808 Creekridge Circle	Minneapolis, MN	55435
Ventura Publisher	XEROX			
Graphics				
Print Magic	EPYX	600 Galveston Dr.	Redwood City, CA	94063
Print Shop	Broderbund	17 Paul Drive	San Rafael, CA	94903
Corel Draw	Corel Systems Corp.	1600 Carling Ave.	Ottawa, Ontario	K12807
Mac Draw	Claris Corp.	5201 Patrick Henry Dr.	Santa Clara, CA	95052
PC Paintbrush	Z Soft Corp.	450 Franklin Rd., 100	Marietta, GA	30067
Super Paint	Silicon Beach Software	9770 Carroll Center Rd.	San Diego, CA	92126
Word processing				
Microsoft Word	Microsoft Corp	16011 NE 36th Way	Redmond, WA	98073
Microsoft Works	Microsoft Corp	16011 NE 36th Way	Redmond, WA	98073
MultiScribe	Claris Corp	5201 Patrick Henry Dr.	Santa Clara, CA	95052
WordPerfect	WordPerfect Corp.	1555 N. Technology	Orem, UT	84057

Books

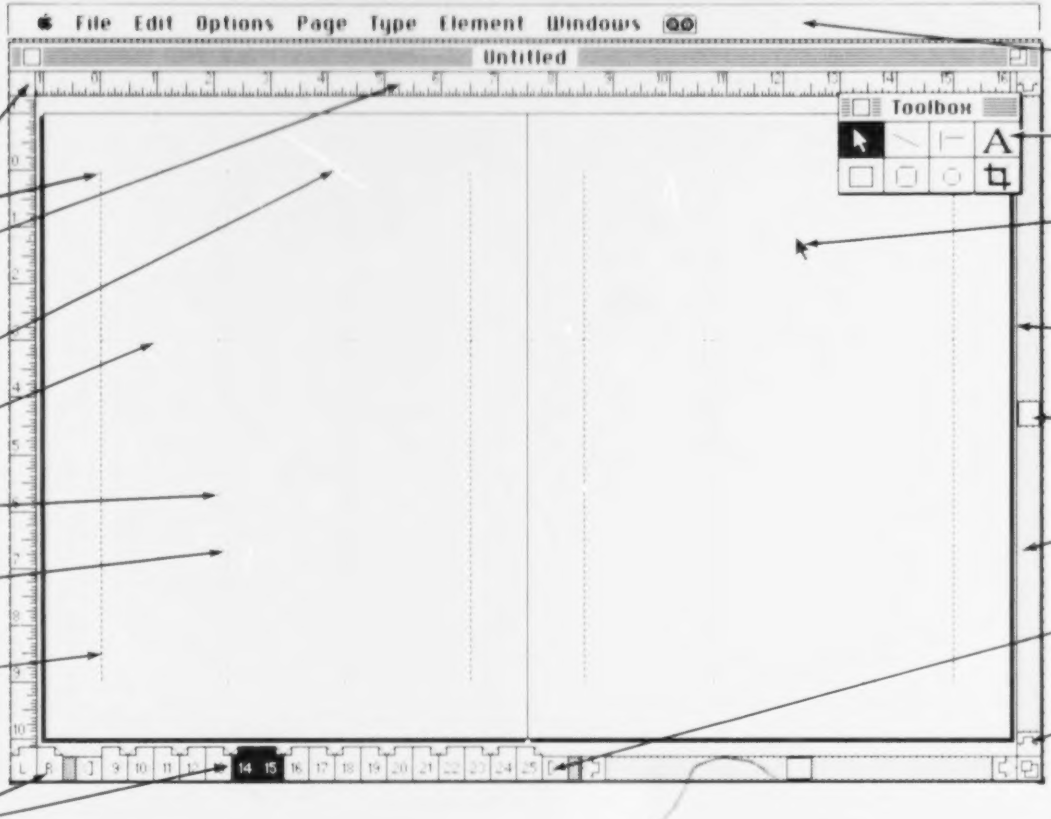
Design for Desktop Publishing	John Miles	Chronicle Books	San Francisco, CA
Design for the Electronic Age	Jan White	Watson-Guptell	New York
Looking Good in Print	Roger Parker	Ventata Press	Chapel Hill, NC
Personal Publishing Magazine		Hitchcock Publishing	Wheaton, IL
Publishing from the Desktop	John Seybold, Fritz Dressler	Bantam Books	New York
The Art of Desktop Publishing	Tony Bove, Cheryl Rhodes, Wes Thompson	Bantam Books	New York

SOFTWARE
UNIT III

INSTRUCTOR SUPPLEMENT 2—PAGE-LAYOUT-SOFTWARE USAGE PROFILE

Usage characteristic	Low end	High end
Frequency	Few times a month	Several times a week
Type of publication	Simple	Complex
Number of pages	Few (1-10)	Many (25+)
Number of revisions	Few	Several
Type of graphics	Clip art	Computer generated
Number of graphics	Few	Several
Typographical style	Flexible	Precise
Design and layout knowledge	Average	Sophisticated
Fonts desired	1-6	10+
Use of color	Seldom	Full color
Type of computer equipment	XT or AT PC with 1K RAM and EGA monitor or Macintosh with monitor	80386 PC with full-page display or Macintosh II with full-page display
Type of printer	Laser printer	High-resolution laser printer or image setter

Page-Layout-Software Publication Window


File
Edit
Options
Page
Type
Element
Windows
Untitled
Toolbox
A
L
R
3
9
10
11
12
14
15
16
17
18
19
20
21
22
23
24
25

Zero point marker

Zero point

Rulers

Margin guides

Ruler guides

Column guides

Space between columns

Column guide and margin guide overlapping

Master page icons

Page icons

Menu bar

Tool box

Mouse pointer set for pointer tool

Pasteboard

Scroll box

Scroll bar

Page-icon scroll arrow

Publication-window scroll arrow

SOFTWARE
UNIT III

INFORMATION SHEET

1. **Terms and definitions associated with DTP software**

   a. **Clip art**—Electronically stored artwork that can be inserted into a document during page makeup

   b. **Customizing**—Arranging elements of design and type to meet specifications

   c. **Dialog box**—Area in publication window that requests information or shows status of a process taking place

   d. **Dictionary**—Computerized listing of words that is used to check spelling and suggest hyphenation

   e. **Global selection**—Process that searches and/or applies an attribute or feature to an entire document

   f. **Import**—To load a document or graphics file from one source to another

   g. **Mouse-driven software**—Software that performs functions based upon operator's selections from menus

   h. **Text block**—Unit of text that can be broken into smaller units, consolidated with other units, or moved

2. **Types of software used in DTP systems and their uses**

   a. **Word-processing**—Software used to create or revise text

   EXAMPLES: Microsoft Word™, WordPerfect™

   b. **Draw**—Software used to create graphics

   EXAMPLES: Adobe Illustrator™, Corel Draw!™

   c. **Paint**—Software used to enhance or modify graphics

   EXAMPLES: Publisher's Paintbrush™, MacPaint™

   d. **Page-layout**—Software used to arrange and manipulate text and graphics

   EXAMPLES: Aldus PageMaker™, Xerox Ventura Publisher™

INFORMATION SHEET

3. **Factors to consider before purchasing DTP software**

   a. Can software efficiently produce types of publications desired?

   b. Is software compatible with existing hardware or hardware to be purchased?

   NOTE: Compatibility with existing hardware or hardware to be purchased is an important criterion to consider. Many experts suggest that consumers determine the type of software they intend to use before purchasing equipment. Software is expensive and software purchases should be made with the same amount of attention to detail as equipment purchases.

   c. Will software utilize computer's and printer's total capabilities?

   d. Is software compatible with existing software?

   e. Is software mouse-driven?

   f. Does software provide error messages?

   g. Does software supply thorough yet easy-to-understand documentation?

   NOTE: The documentation provided with the software should include step-by-step instructions, a tutorial, a list of features and commands, and ample examples that illustrate the instructions.

   h. Does software provide technical support at no or low cost?

   i. Can software be upgraded, or can upgrades be obtained in the future?

   j. Is software competitively priced with programs with similar features?

4. **Characteristics of quality word-processing software**

   NOTE: The capabilities of word-processing software range from very easy to complex. Determine the features you will use most frequently as the basic criteria for evaluating word-processing packages.

   a. Allows input of large amount of text in a convenient, fast, and efficient manner

   b. Provides easy access to input features, such as setting tabs and margins

   c. Provides easy access to editing features, such as moving, copying, inserting, and deleting text

   d. Provides a spell-check feature

   NOTE: A spell-check program is a computerized dictionary that checks proper spelling and prompts the operator if a misspelled word is located or if that word is not found in the dictionary.

INFORMATION SHEET

e. Provides search-and-replace feature for words, letters, numbers, and phrases

NOTE: A search-and-replace program searches a document for specific information and replaces it with new information. This feature may allow the operator the option of confirming each replacement or it may automatically replace all information located. The search-and-replace feature is a fast, efficient, and accurate way of making changes in a document.

f. Allows files to be exported in a pure ASCII format

NOTE: ASCII is an acronym for American Standard Code for Information Interchange. A pure ASCII file does not contain imbedded codes.

g. Provides a merge feature

NOTE: The merge feature is used to individualize documents, such as form letters, by combining the document file with data files, such as names and addresses.

5. **Characteristics of quality draw software**

a. Uses line and curve segments to produce object-oriented graphics

b. Provides the capability of resizing images without affecting their original form

c. Can produce three-dimensional drawings

d. Allows files to be exported into page-layout and/or paint software

e. Is able to apply text

6. **Characteristics of quality paint software**

a. Produces bit-mapped graphics

b. Offers a wide degree of resolutions and colors

c. Is easy to use

d. Allows files to be exported into page-layout and/or draw software

e. Is able to apply text

7. **Characteristics of quality page-layout software**

NOTE: The capabilities of page-layout software range from very easy to complex. Determine the features you will use most frequently as the basic criteria for evaluating page-layout software.

a. Provides templates or outlines for arranging text and graphics

INFORMATION SHEET

b. Imports text and graphics from various sources, such as word-processing, paint, or draw software

c. Allows text and graphics to be moved (together or separately) to fit available space

d. Provides text-editing features such as cut, copy, and paste

NOTE: Although page-layout programs should provide some basic text-editing features, most initial inputting and any extensive editorial changes should be performed in the word-processing software rather than in the page-layout software. To facilitate this, some page-layout software has a word-processing program built into it.

e. Provides features for customizing paragraphs, type styles, and type sizes throughout document

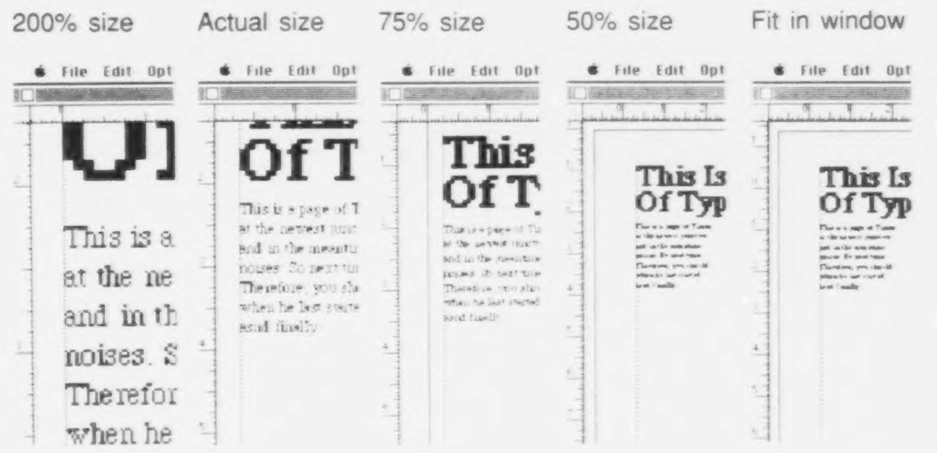
f. Provides features for adding graphic elements, such as lines, boxes, and circles

g. Provides pull-down menus accessed by mouse or mouse/keystroke combinations

8. Basic page-layout-software features and their descriptions

a. **Publication-window size selection** (Figure 1)—Options providing a variety of window views selected according to amount of detail needed to be seen for a particular task

FIGURE 1: Size-selection options available on Aldus PageMaker for the Apple Macintosh



200% size

Actual size

75% size

50% size

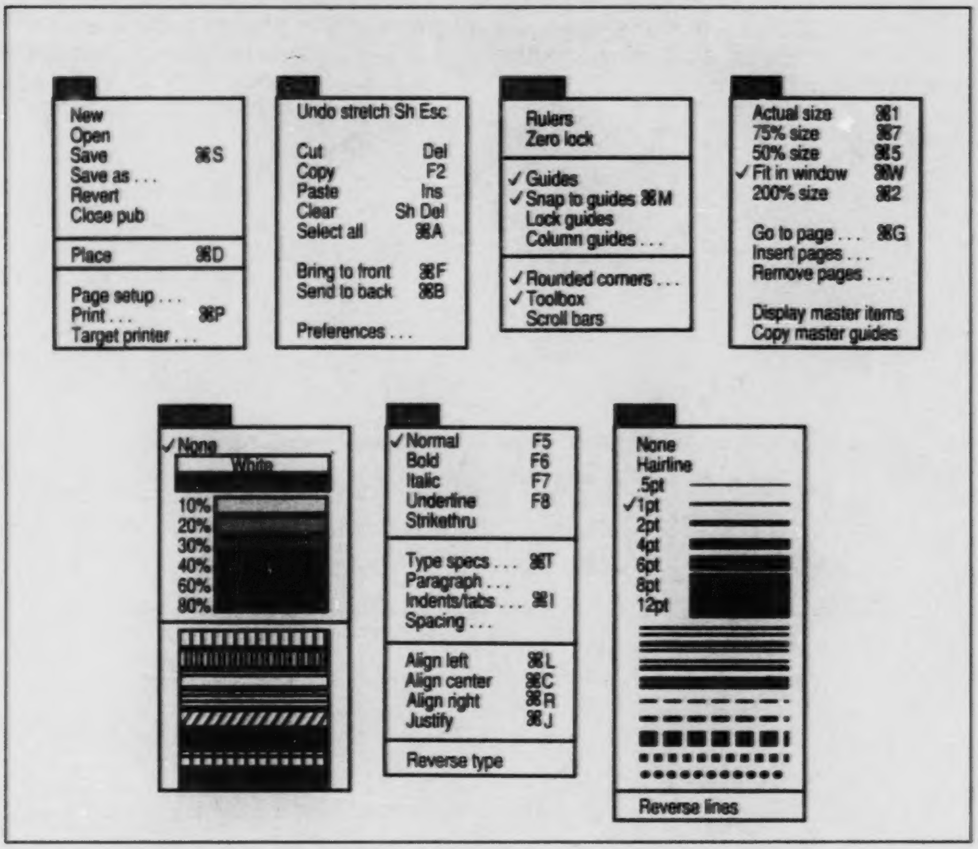
Fit in window

INFORMATION SHEET

b. **Pull-down menus** (Figure 2)—Listings of options that drop down when selected by mouse or keystroke

NOTE: The usual procedure used for pulling down a menu is to drag the mouse to highlight an option and then click the mouse to select that option.

FIGURE 2: Aldus PageMaker menus for IBM compatibles


New
Open
Save ⌘S
Save as . . .
Revert
Close pub
Place ⌘D
Page setup . . .
Print . . . ⌘P
Target printer . . .
Undo stretch Sh Esc
Cut Del
Copy F2
Paste Ins
Clear Sh Del
Select all ⌘A
Bring to front ⌘F
Send to back ⌘B
Preferences . . .
Rulers
Zero lock
✓ Guides
✓ Snap to guides ⌘M
Lock guides
Column guides . . .
✓ Rounded corners . . .
✓ Toolbox
Scroll bars
Actual size ⌘1
75% size ⌘7
50% size ⌘5
✓ Fit in window ⌘W
200% size ⌘2
Go to page . . . ⌘G
Insert pages . . .
Remove pages . . .
Display master items
Copy master guides
✓ None
White
10%
20%
30%
40%
60%
80%
✓ Normal F5
Bold F6
Italic F7
Underline F8
Strikethru
Type specs . . . ⌘T
Paragraph . . .
Indents/tabs . . . ⌘I
Spacing . . .
Align left ⌘L
Align center ⌘C
Align right ⌘R
Justify ⌘J
Reverse type
None
Hairline
.5pt
✓ 1pt
2pt
4pt
6pt
8pt
12pt
Reverse lines

c. **Cursor-position indicators**—Icons and/or markers that appear on rulers and within text to indicate cursor position in publication window

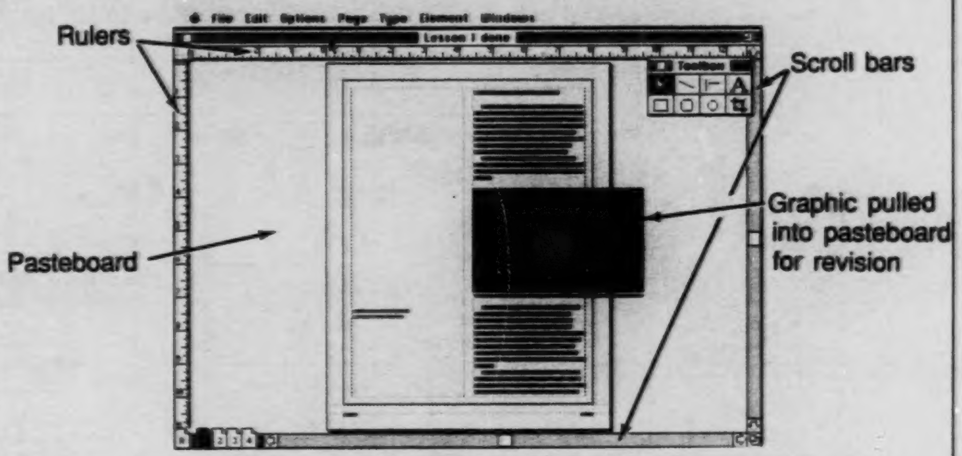
d. **Rulers** (see Figure 3)—Measuring edges used in placing text and graphics on page in publication window

e. **Scroll bars** (see Figure 3)—Tools used to move page horizontally and vertically inside publication window

f. **Pasteboard** (clipboard) (see Figure 3)—Blank space surrounding page in publication window; used to temporarily store text and graphics

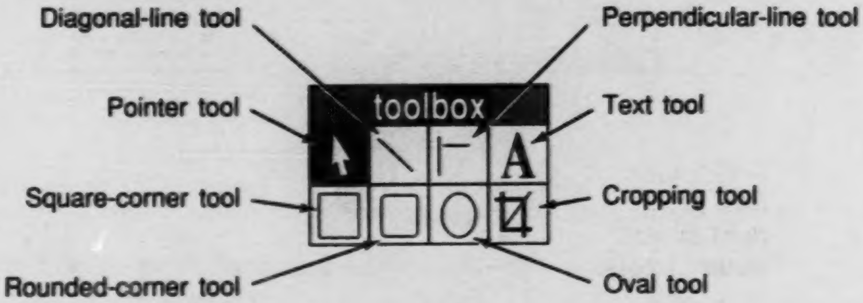
INFORMATION SHEET

FIGURE 3: Aldus PageMaker publication window for Apple Macintosh


File Edit Options Page Type Element Windows
Lesson 1 done
Toolbox
Rulers
Scroll bars
Graphic pulled into pasteboard for revision
Pasteboard

g. **Function box** (tool box) (Figure 4)—Menu of tools available to point, edit text, crop, or draw

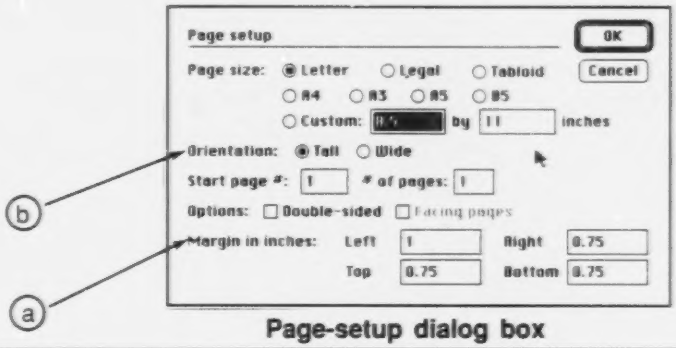
FIGURE 4: Aldus PageMaker tool box for IBM compatibles


Diagonal-line tool
Perpendicular-line tool
Pointer tool
toolbox
Text tool
Square-corner tool
Cropping tool
Rounded-corner tool
Oval tool

INFORMATION SHEET

9. **Page-setup features and their descriptions** (Figure 5)

FIGURE 5: Aldus PageMaker page-setup features for Apple Macintosh



Page setup

Page size: ● Letter ○ Legal ○ Tabloid
○ A4 ○ A3 ○ A5 ○ B5
○ Custom: 8.5 by 11 inches

Orientation: ● Tall ○ Wide

Start page #: 1 # of pages: 1

Options: ☐ Double-sided ☐ Facing pages

Margin in inches: Left 1 Right 0.75
Top 0.75 Bottom 0.75

Page-setup dialog box

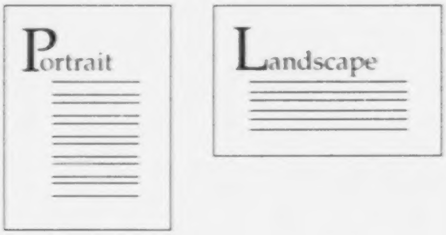
a. **Margin settings** (see item a in Figure 5)—Dialog box for setting left (inside), right (outside), top, and bottom page limits

NOTE: When margins are set, nonprinting guides indicating margin position appear on the page in the publication window.

b. **Page orientation** (see item b in Figure 5)—Dialog box for selecting either portrait (tall) or landscape (wide) page position

NOTE: Text on a portrait page orientation will be printed from left to right across the width of the page. See Figure 6-a. Text on a landscape page orientation will be printed from left to right across the length of the page. See Figure 6-b. Page orientation does not apply to documents produced on the Apple Macintosh. Page orientation is not defined until the document is ready to be printed.

FIGURE 6



(a) Text printed from left to right across width of page

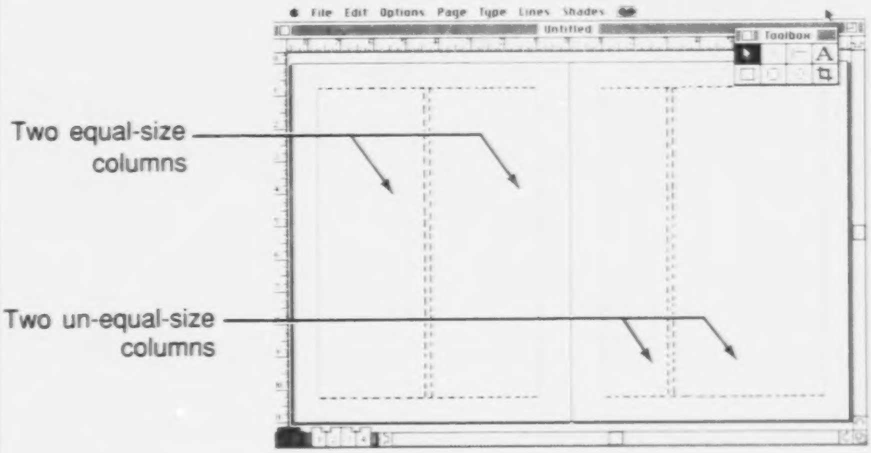
(b) Text printed from left to right across length of page

INFORMATION SHEET

c. **Columns** (Figure 7)—Dialog box for creating either equal- or unequal-size column positions and numbers

NOTE: As the number of columns are defined, nonprinting guides indicating column position appear on the page in the publication window.

FIGURE 7


File
Edit
Options
Page
Type
Lines
Shades
Untitled
Toolbox
A
Two equal-size columns
Two un-equal-size columns

d. **Style sheets**—Items that customize a format, such as margins, column widths, border thicknesses, and type styles

e. **Pagination**—Menu item for selecting page-numbering method (automatic or manual) and position of page number on page

f. **Templates**—Permanent page formats that can be copied and used repeatedly

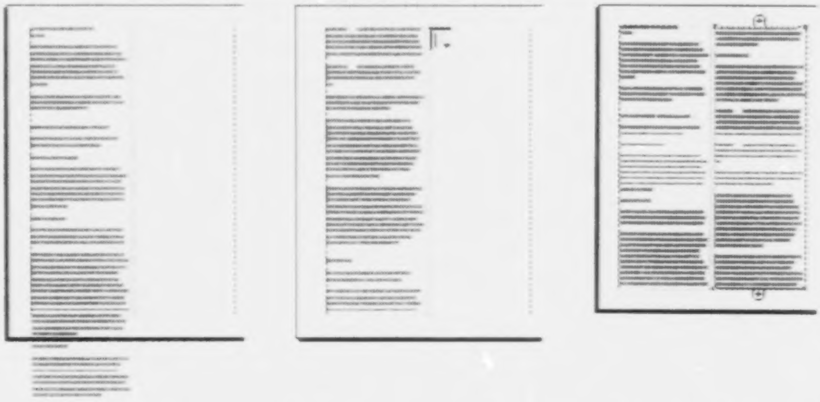
NOTE: Templates may be either predesigned as a part of the software program or designed by the user.

10. **Paragraph-specification features and their descriptions**

a. **Text flow** (see Figure 8)—Option selected to move text from page to page and column to column

INFORMATION SHEET

FIGURE 8



Excessive text in column 1

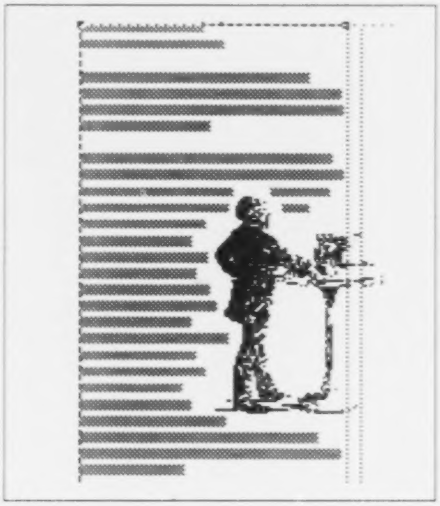
Shorten text block, place icon in column 2

Continue flowing to end of text block

b. **Auto text flow**—Option selected to allow text to flow automatically from page to page and column to column when using place-text function

c. **Text wrap** (Figure 9)—Option selected to adjust the placement of text around graphics

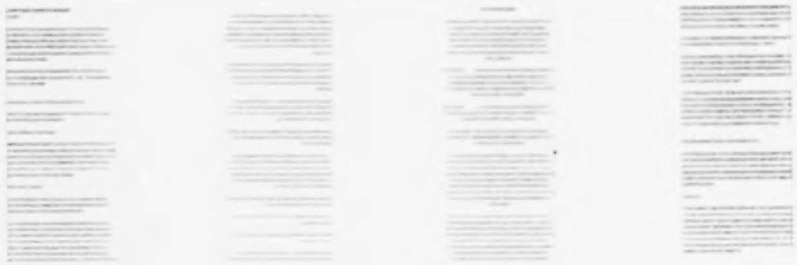
FIGURE 9



d. **Alignment** (see Figure 10)—Options selected to position text flush left, flush right, centered, or justified

INFORMATION SHEET

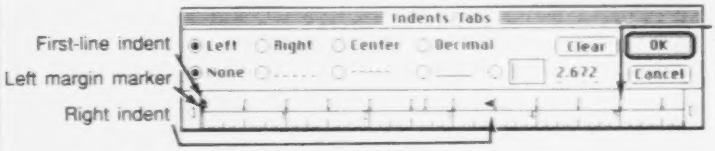
FIGURE 10



Align left Align right Align center Justify

d. **Tabs and indents** (Figure 11)—Options selected to align text lines in specific increments left, right, center, decimal, or dot leader

FIGURE 11: Tabs and indent menu



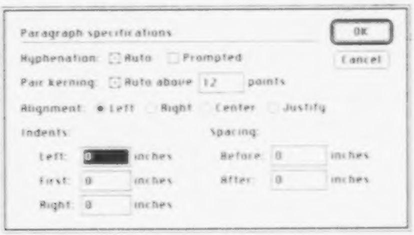
● Left ○ Right ○ Center ○ Decimal

● None ○ ...... ○ ------ ○ ____ ○ 2.672

Arrow indicates alignment:
Flag to left = align left
Flag to right = align right
No flag = center
Dot = decimal

e. **Paragraph-specification changes** (Figure 12)—Options selected to make either global or individual selection of any of the various paragraph-specification features, such as hyphenation or kerning

FIGURE 12: Paragraph-specification dialog box



Paragraph specifications

Hyphenation: ☒ Auto ☐ Prompted

Pair kerning: ☒ Auto above 12 points

Alignment: ● Left ○ Right ○ Center ○ Justify

Indents:
Left: 0 inches
First: 0 inches
Right: 0 inches

Spacing:
Before: 0 inches
After: 0 inches

INFORMATION SHEET

11. Type-specification features and their definitions

a. **Hyphenation**—Options allowing dictionary- or operator-prompted word division at end of text lines

b. **Kerning** (see Figure 13-a)—Options allowing automatic or manual adjustment of spacing between text characters

c. **Word spacing** (Figure 13-b)—Option allowing adjustment of spacing between words

FIGURE 13

Automatic kerning can leave gaps between characters and words. Adjusting it allows more words to fit on a line and creates even letter spacing.

Default

Automatic kerning can leave gaps between characters and words. Adjusting it allows more words to fit on a line and creates even letter spacing.

Adjusted

(a) Kerning

In the course of human events, it may become necessary to adjust word spacing to subtly fit more words on a page.

Default

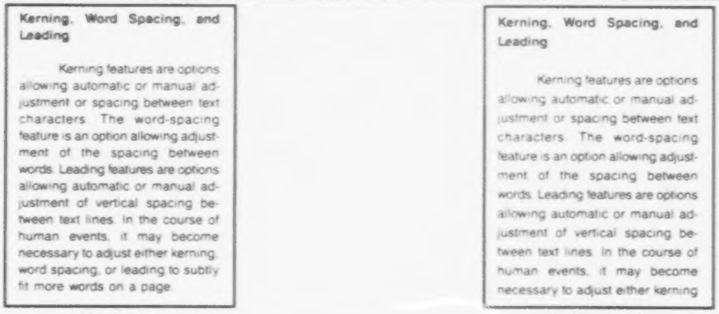
In the course of human events, it may become necessary to adjust word spacing to subtly fit more words on a page.

Adjusted

(b) Word spacing

d. **Leading** (Figure 14)—Options allowing automatic or manual adjustment of vertical spacing between text lines

FIGURE 14



Kerning, Word Spacing, and Leading

Kerning features are options allowing automatic or manual adjustment or spacing between text characters. The word-spacing feature is an option allowing adjustment of the spacing between words. Leading features are options allowing automatic or manual adjustment of vertical spacing between text lines. In the course of human events, it may become necessary to adjust either kerning, word spacing, or leading to subtly fit more words on a page.

Default

Kerning, Word Spacing, and Leading

Kerning features are options allowing automatic or manual adjustment or spacing between text characters. The word-spacing feature is an option allowing adjustment of the spacing between words. Leading features are options allowing automatic or manual adjustment of vertical spacing between text lines. In the course of human events, it may become necessary to adjust either kerning

Adjusted

INFORMATION SHEET

e. **Type-specification changes**—Options allowing global or manual adjustment of typefaces and type sizes

12. **Editing features and their descriptions**

a. Text tool—Options used to insert or delete text or change type specifications

b. Undo command—Options used to restore deleted material

NOTE: Some software may not have this option.

c. Clipboard—Options used to temporarily store graphics or text that was cut or copied

d. Page changes—Options used to insert, delete, or rearrange text or graphic blocks on page in publication window

SOFTWARE
UNIT III

STUDENT SUPPLEMENT 1—WORKSHEET FOR JOB SHEET 1

Name ____

A. Change publication-window size

After selecting the smallest reduced view size available,

1. Are the typed words legible on the display? (Circle the appropriate answer below.)

   Yes No

2. Describe the characters on the display.

   ____

   ____

   ____

After selecting the largest enlarged view size,

3. Are the typed words legible on the display? (Circle the appropriate answer below.)

   Yes No

4. Write down any words that can be easily viewed.

   ____

   ____

   ____

B. Use scroll bars to move page

1. Describe the action necessary to move the page upward in the publication window.

   ____

   ____

   ____

   ____

STUDENT SUPPLEMENT 1

2. Describe the action necessary to move the page to the right in the publication window.

____

____

____

C. Use pasteboard (clipboard), *if* available

1. Does the page-layout software in use at the present time have a pasteboard or clipboard feature? (Circle the appropriate answer below.)

   Yes No

2. Describe the actions necessary to move text to the pasteboard.

____

____

____

3. Describe the actions necessary to move text from the pasteboard to the page.

____

____

____

D. Use rulers, *if* available

1. What is the position of the left edge of the paper on the ruler?

____

2. What is the position of the right edge of the paper on the ruler?

____

3. What is the position of the left margin on the ruler?

____

4. What is the position of the right margin on the ruler?

____

5. What is the position of the first typed character on the ruler?

____

STUDENT SUPPLEMENT 1

6. What is the position of the last typed character on the ruler?

7. What is the exact measurement of the typed line?

SOFTWARE
UNIT III

STUDENT SUPPLEMENT 2—WORKSHEET FOR JOB SHEET 2

Name ____

Select margin settings

1. Does the page-layout software have default margin settings for an 8½" x 11" page? (Circle the appropriate answer below.)

   Yes No

2. If the answer to item 1 above is yes, record the settings requested on the blank lines provided below.

   Left (outside) __________ Top __________

   Right (inside) __________ Bottom __________

3. What is the name of the menu that must be accessed to define margin settings?

   ____

SOFTWARE
UNIT III

STUDENT SUPPLEMENT 3—SPECIFICATIONS TO BE USED IN JOB SHEET 4

A. Specifications

Margins: Top — .5"
Bottom — .75"
Left — .5"
Right — .5"

Company name: 18 pt. type, flush left, upper/lower-case letters

Company address: 10 pt. type, flush right, upper/lower-case letters

Graphics: Double-line rule between company name and address

B. Text

Company name: Creative Desktop Design

Company address: 22 West Boulder Avenue
P.O. Box 7474
Noland, OH 12789
999/888-7777

SOFTWARE
UNIT III

ASSIGNMENT SHEET 1—EVALUATE A PAGE-LAYOUT-SOFTWARE PACKAGE

Name ______________________________ Score ____________

Directions: Select a page-layout-software package. Review its accompanying documentation and literature, and then complete the checklist below. Decide whether the software is best suited for simple or complex DTP applications and explain your decision on the blanks provided on the next page.

Name of software ______________________________

Evaluation checklist

	Yes	**No**
Menus		
accessible by mouse	____	____
accessible by keystroke	____	____
Cursor-position indicators		
on rulers	____	____
within text	____	____
Rulers		
available both on and off screen	____	____
have ability to change increments	____	____
Pasteboard	____	____
Window resizing	____	____
Text tools		
cut	____	____
paste	____	____
move	____	____
insert	____	____
delete	____	____
Undo command	____	____
Columns		
equal	____	____
unequal	____	____
text adjusted if column size changes	____	____
Text flow		
from page to page	____	____
around graphics	____	____

ASSIGNMENT SHEET 1

Evaluation checklist (continued)

	Yes	No
Page changes		
insert and delete	______	______
rearrange	______	______
Style sheets	______	______
Search and replace		
automatic	______	______
manual	______	______
Hyphenation		
dictionary-assisted	______	______
operator-prompted	______	______
Kerning		
automatic	______	______
adjustable settings	______	______
manual	______	______
Leading		
automatic	______	______
adjustable	______	______
Type-specification changes		
global	______	______
individual	______	______
Paragraph-specification changes		
global	______	______
individual	______	______
Tabs and indents		
automatic	______	______
manual	______	______
Page orientation		
portrait	______	______
landscape	______	______
Pagination		
automatic	______	______
manual	______	______
Graphics		
lines	______	______
circles	______	______
boxes	______	______
rectangles	______	______

ASSIGNMENT SHEET 1

Evaluation checklist (continued)

	Yes	No
Graphics and manipulation		
shading	____	____
cropping	____	____
scaling	____	____
rotation	____	____

Decide whether the software package you evaluated in the checklist above is best suited for simple or complex DTP applications. (Circle the appropriate response below.)

Simple   Complex

Explain your decision on the blanks provided below.

SOFTWARE
UNIT III

JOB SHEET 1—PRACTICE USING PUBLICATION-WINDOW FEATURES

A. **Equipment and materials**

- Microcomputer with one or two floppy disk drives and/or hard drive
- Mouse
- Page-layout software
- Student Supplement 1

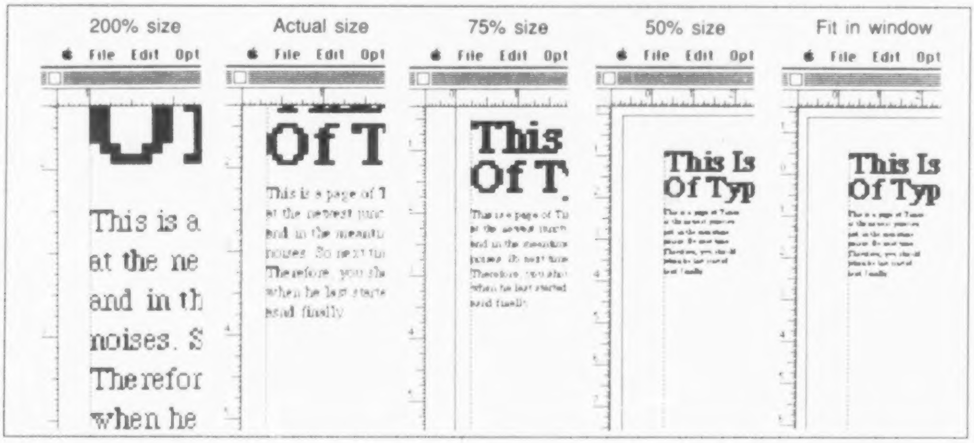
B. **Procedure**

NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.

1. Boot computer
2. Activate page-layout software
3. Create a new file and do initial setup, *if* required
4. Set up a blank page with two equal columns
5. **Change publication-window view size**

   NOTE: The publication window can be adjusted to show a page in a variety of sizes, for example, reduced, 100%, or enlarged. See Figure 1.

FIGURE 1: View sizes on Aldus PageMaker for Apple Macintosh



JOB SHEET 1

a. Practice selecting view sizes until you can easily move from one view size to the other

b. Use 12-point type to type the text in Figure 2 below

FIGURE 2

Practice using the publication-window features.

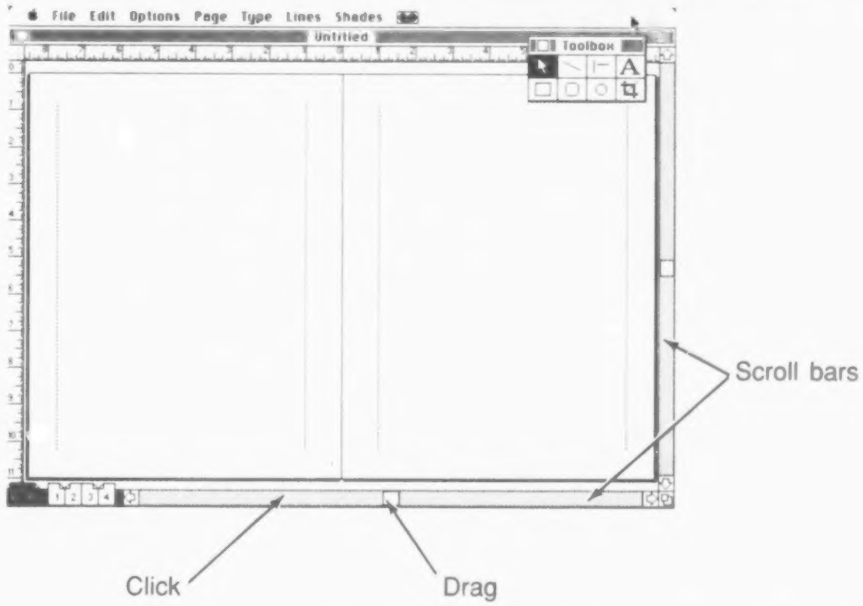
c. Select the smallest reduced view size available and then complete worksheet items 1 and 2 in Section A of Student Supplement 1

d. Select the largest enlarged view size available and then complete worksheet items 3 and 4 in Section A of Student Supplement 1

6. **Use scroll bars to move page**

NOTE: The page may be moved horizontally or vertically using the scroll bar. The scroll bar(s) may appear on an edge of the publication window. Clicking the arrows or dragging the bars moves the page. See Figure 3.

FIGURE 3


File
Edit
Options
Page
Type
Lines
Shades
Untitled
Toolbox
A
1
2
3
4
Scroll bars
Click
Drag

JOB SHEET 1

  a. Use scroll bar to move page horizontally in publication window

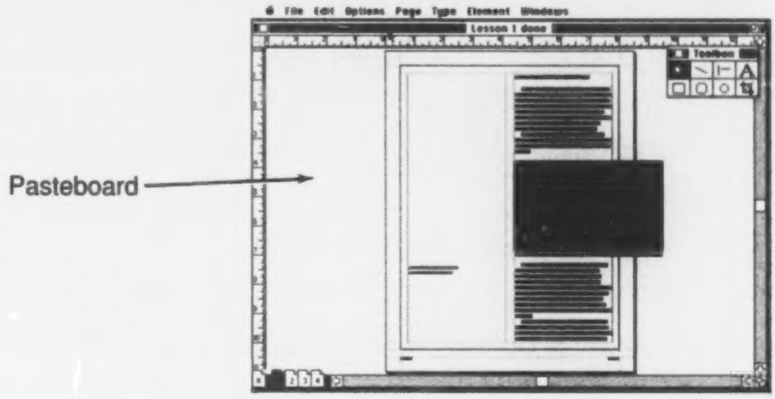
  b. Use scroll bar to move page vertically in publication window

  c. Complete worksheet items 1 and 2 in Section B of Student Supplement 1

7. **Use pasteboard (clipboard)**, *if* available

NOTE: The pasteboard is the area that surrounds the page in the publication window. See Figure 4. Use the pasteboard as an area to store graphics and text temporarily while arranging the page.

FIGURE 4



  a. Move the previously typed text to pasteboard

  b. Move text from pasteboard to page

  c. Practice entering and moving text from pasteboard to page

  d. Complete worksheet items 1 through 3 in Section C of Student Supplement 1

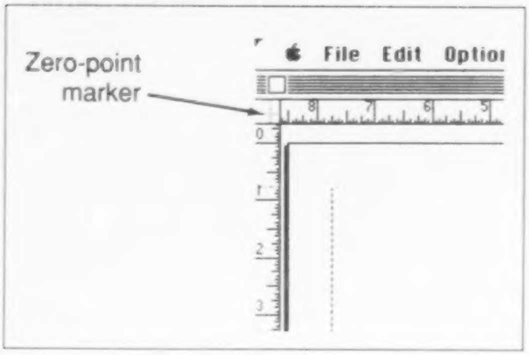
8. **Use rulers**, *if* available

NOTE: Rulers border the publication window to assist in positioning text and graphics on the page. The rulers intersect at a zero point for accurate measurement of the page from edge to edge. The zero point is generally set at the top-left outside edge of the page (not the margins). See Figure 5. The cursor position or pointer-tool position may be shown on both the horizontal and vertical ruler.

The units of measure on the rulers vary, but usually include inches, picas, or millimeters. The tick marks indicating the unit of measure may change when the page view changes. A reduced view may have fewer tick marks than an enlarged view, which requires more tick marks for greater accuracy.

JOB SHEET 1

FIGURE 5



a. Select various page-view sizes and observe changes in tick marks

b. Select various measures from rules feature, *if* available, and observe how they are displayed on the rulers

c. Set rulers to display tick marks in inch increments

d. Align previously typed text with the left margin

e. Complete worksheet items 1 through 7 in Section D of Student Supplement 1

9. Save file, using appropriate name

10. Close file, exit page-layout software, and turn off computer

OR

Continue to next job sheet, as directed by instructor

11. Submit Student Supplement 1 to instructor for evaluation

SOFTWARE
UNIT III

JOB SHEET 2—PRACTICE USING PAGE-SPECIFICATION FEATURES

A. **Equipment and materials**

- Microcomputer with one or two floppy disk drives and/or hard drive
- Mouse
- Operating-system diskette (if computer does not have a hard drive)
- Page-layout software
- Printer
- Student Supplement 2

B. **Procedure**

NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.

1. Boot computer
2. Turn on printer
3. Activate page-layout software
4. Open file created in Job Sheet 1
5. **Select margin settings**

   NOTE: With many programs, the margin-setting features appear in the page-setup menu; however, sometimes they appear as a feature in another menu.

   a. Set margin settings to the following specifications:

      - Top margin — 1"
      - Bottom margin — 1"
      - Left (or outside) margin — 0.75"
      - Right (or inside) margin — 0.75"

   b. Complete worksheet items 1 through 3 of Student Supplement 2

JOB SHEET 2

6. **Set up equal columns**

   NOTE: Page-layout software differs in the ways columns are set up. Some programs automatically set up columns of equal size after the margin settings have been defined. Other programs provide an empty page with no column definitions. However columns are set up, page-layout software often calculates the width of all columns, based upon the margin settings, number of columns, and the space to be allowed between columns. Nonprinting column guides appear on the page to assist you in arranging text and graphics.

   a. Create equal columns using the following specifications:

      - Type of columns — Equal
      - Number of columns — 2
      - Space between columns — 0.5"

      NOTE: Some column guides can be set to act as *magnets* when aligning text and graphics. This feature is sometimes called *snap to guides*, and it can be turned on and off as desired.

   b. Type the text in Figure 1 below in the left column

FIGURE 1

> Column 1
> Page-layout software often calculates the width of all columns, based upon the margin settings, number of columns, and the space to be allowed between columns.

   c. Type the text in Figure 2 below in the right column

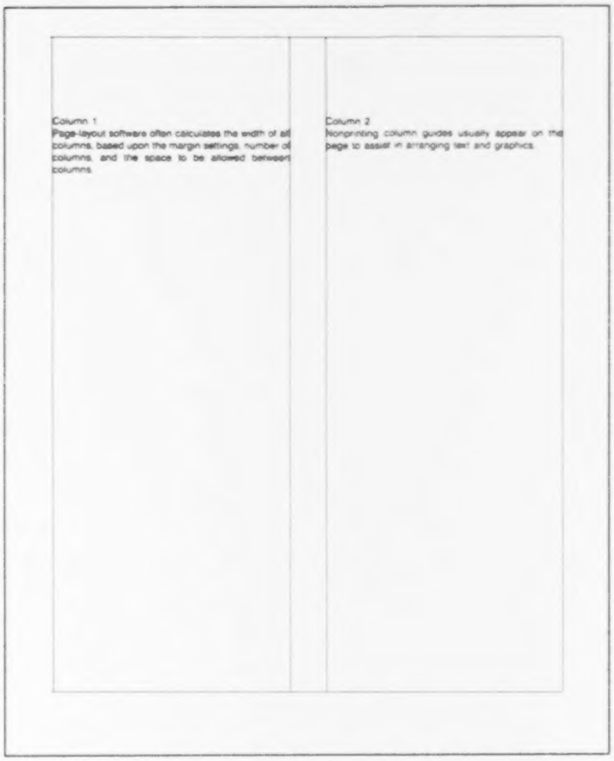
      NOTE: The page on the display should appear as shown in Figure 3 below.

FIGURE 2

> Column 2
> Nonprinting column guides usually appear on the page to assist in arranging text and graphics.

JOB SHEET 2

FIGURE 3



Column 1

Page-layout software often calculates the width of all columns, based upon the margin settings, number of columns, and the space to be allowed between columns.

Column 2

Nonprinting column guides usually appear on the page to assist in arranging text and graphics.

d. Print page, write your name and "Job Sheet 2—Job 1" at top of printed page

7. **Set up unequal columns**

NOTE: As with setting up equal columns, methods of establishing unequal columns vary from software to software. Some page-layout software requires you to define equal columns then drag the column guides to create the needed unequal sizes. Others automatically establish unequal columns when the margin settings have been defined.

a. Create unequal columns on a new page, using the following specifications:

- Type of columns — Unequal or custom
- Number of columns — 3
- Width of column 1 — 2¼"
- Width of column 2 — 1½"
- Width of column 3 — 2¼"
- Space between columns — 0.5"

b. Type the header "Column 1" in 12-point type in column 1

JOB SHEET 2

c. Type the header "Column 2" in 12-point type in column 2

d. Type the header "Column 3" in 12-point type in column 3

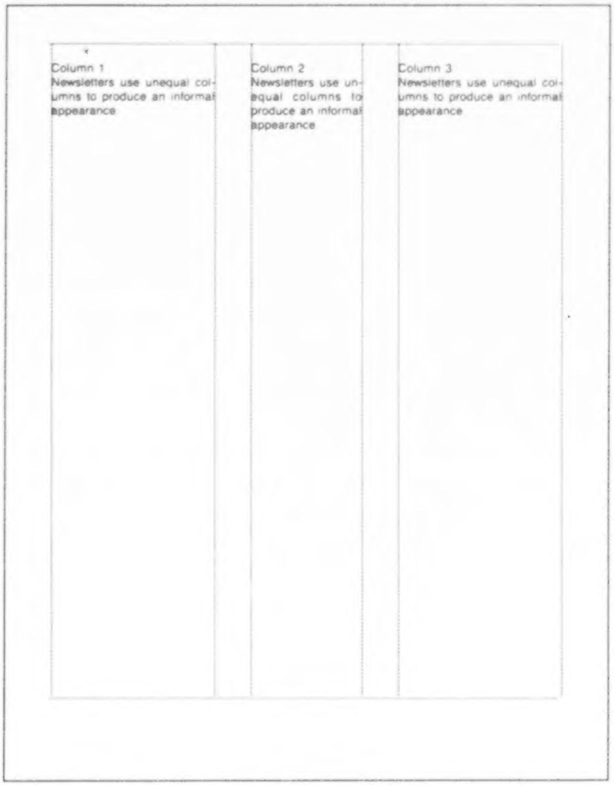
e. Type the text in Figure 4 in 12-point type in each of the three columns

NOTE: The page on the display should appear as it does in Figure 5 below.

FIGURE 4

Newsletters use unequal columns to produce an informal appearance.

FIGURE 5



Column 1
Newsletters use unequal columns to produce an informal appearance

Column 2
Newsletters use unequal columns to produce an informal appearance

Column 3
Newsletters use unequal columns to produce an informal appearance

f. Print page and write your name and "Job Sheet 2—Job 2" at top of printed page

JOB SHEET 2

8. Save file
9. Exit page-layout software and turn off computer

OR

Continue to next job sheet, as directed by instructor

10. Submit Student Supplement 2 and Jobs 1 and 2 to instructor for evaluation

SOFTWARE
UNIT III

JOB SHEET 3—PRACTICE USING PARAGRAPH- AND TYPE-SPECIFICATION FEATURES AND FLOW TEXT

A. **Equipment and materials**

- Microcomputer with one or two floppy disk drives and/or hard drive
- Mouse
- Operating-system diskette (if computer does not have a hard drive)
- Page-layout software
- Printer

B. **Procedure**

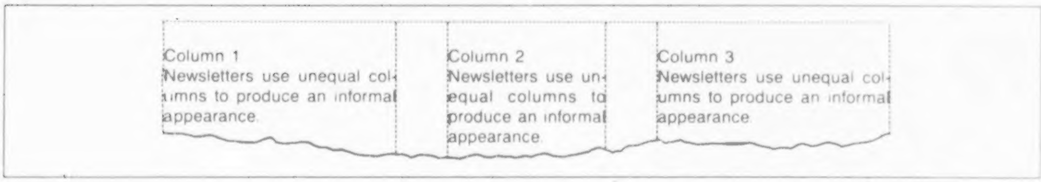
NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.

1. Boot computer
2. Turn on printer
3. Activate page-layout software
4. Open file created in Job Sheet 1
5. **Select text alignment**

   NOTE: With many programs, the text-alignment feature appears in the paragraph-specifications menu; however, it may appear as a feature in another menu.

   a. Go to page 2 in the file, which contains three unequal columns; see Figure 1 below

FIGURE 1



Column 1
Newsletters use unequal columns to produce an informal appearance.

Column 2
Newsletters use unequal columns to produce an informal appearance.

Column 3
Newsletters use unequal columns to produce an informal appearance.

JOB SHEET 3

b. Edit header in column 1 to read "Left Alignment"

c. Select header and text, and then implement left align

d. Edit header in column 2 to read "Right Alignment"

e. Select header and text, and then implement right alignment

f. Edit header in column 3 to read "Centered Alignment"

g. Select header and text, and then implement centered alignment

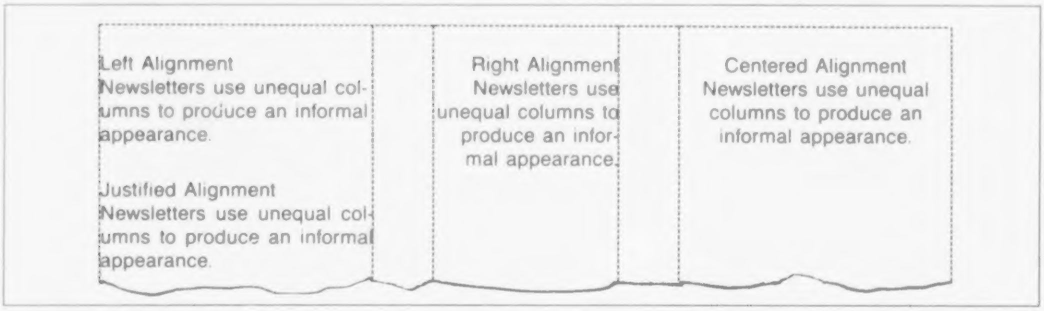
h. Copy and paste header and text in column 1 one inch below the original text

i. Edit header to read "Justified Alignment"

j. Select header and text, and then implement justified alignment

NOTE: The page on the display should appear as it does in Figure 2 below.

FIGURE 2



Left Alignment
Newsletters use unequal columns to produce an informal appearance.

Justified Alignment
Newsletters use unequal columns to produce an informal appearance.

Right Alignment
Newsletters use unequal columns to produce an informal appearance.

Centered Alignment
Newsletters use unequal columns to produce an informal appearance.

6. Save file

7. Print page showing all four alignment methods; write your name and "Job Sheet 3—Job 1" at top of printed page

JOB SHEET 3

8. **Set indents** (left or right paragraph spacing)

NOTE: Indents provide a way of setting a line of type to the right or left of the remaining type in a text block. Indents can also be set to indent both right and left edges of type from remaining type. See Figure 3. With many programs, the indent-setting feature appears in the paragraph-setup menu; however, it may appear as a feature in another menu.

FIGURE 3

The first three lines of type are not indented. They are carried out the full width of the margins. The fourth and following lines of type are indented on both sides. Indents can occur on both sides or a single side.

A hanging paragraph can be created by placing the first line at the left margin and indenting the remainder of the paragraph.

a. Go to page 2 in the file, which contains the four alignment methods

b. Enter the following information to implement a first-line indent in column 1:

- First-line indent — 0.25"

  NOTE: The indent will set the first line of the text to begin to the right of the remaining lines.

- Left indent — 0
- Right indent — 0

c. Enter into column 1 the text shown in Figure 4 below; observe how the first line is indented

FIGURE 4

First-line indents are commonly used in paragraphs set with left alignment and a ragged-right edge.

d. Enter the following infomration to implement left and right indents in column 2

- First-line indent — 0
- Left indent — 0.25"
- Right indent — 0.25"

e. Enter into column 2 the text shown in Figure 5 below; observe the indents on both sides of the text

FIGURE 5

> Lengthy quotations sometimes appear within left and right indents.

9. Save file

10. Print page, showing various indents created; write your name and "Job Sheet 3—Job 2" at top of printed page

11. **Set tabs**

NOTE: Tabs differ from indents because they can be utilized for placing individual characters as well as words in specific positions. Tab alignment can be set for either left, right, center, dot-leader, or decimal positions. See Figure 6.

FIGURE 6

The field of desktop publishing is expanding because it is a simple, efficient, and cost-effective method of creating business documents.	PROFESSIONAL EXPERIENCE
A left tab or indent is the standard for beginning new paragraphs.	**Right tabs are attractive in resumes.**
CAPITAL GAINS	1,278.35 255.00 3.67
Center tabs are frequently used for headlines and in tables.	**Decimal tabs appear in financial documents.**

a. Insert a new page in file containing indent samples

b. Recreate tabs shown in Figure 6 above

JOB SHEET 3

12. Save file

13. Print page showing all four tab-alignment positions; write your name and "Job Sheet 3—Job 3" on top of printed page

14. **Select type specifications**

    NOTE: Type specifications can include the following:

    - Style—normal, boldface, italics, underline, etc.
    - Typeface—Helvetica, Courier, Times Roman, etc.
    - Type size—6, 8, 10, 12, 14 points, etc.
    - Case—upper/lowercase, all caps, small caps, etc.
    - Position—normal, superscript, subscript
    - Leading—automatic or a specific increment

    a. Access type-specifications menu

    b. Enter text in Figure 7 below in 10-point boldface type

FIGURE 7

Creative use of type can add flair to most any document.

c. Copy text and retrieve at different location on page

d. Remove boldface and then select a different typeface for text; observe how text appears on page

e. Copy text and retrieve at different location on page

f. Select 12-point type specification; observe how text appears on page

g. Copy text and retrieve at different location on page

h. Select all-caps type specification; observe how text appears on page

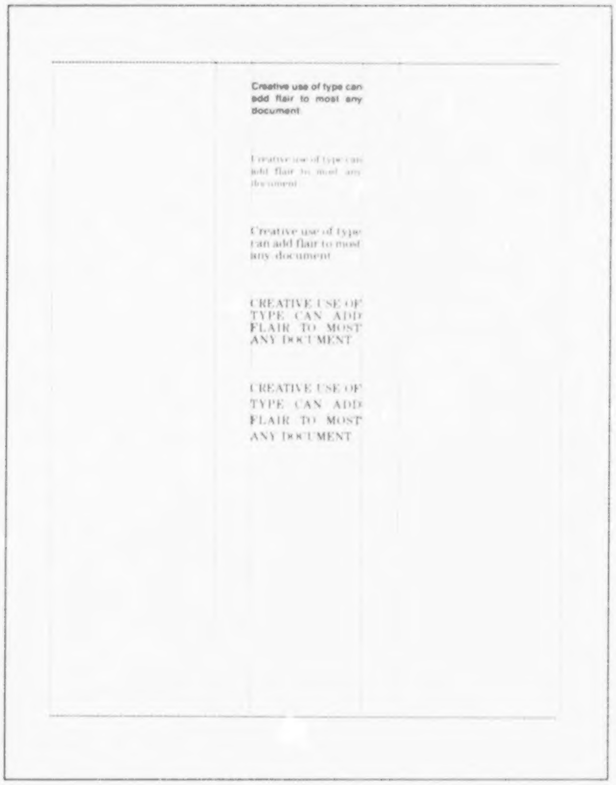
i. Copy text and retrieve at different location on page

j. Select 16-point leading as type specification; observe how text appears on page

   NOTE: The page on display should appear as it does in Figure 8 below.

JOB SHEET 3

FIGURE 8



Creative use of type can add flair to most any document

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CREATIVE USE OF TYPE CAN ADD FLAIR TO MOST ANY DOCUMENT

CREATIVE USE OF TYPE CAN ADD FLAIR TO MOST ANY DOCUMENT

12. Print page showing five type specifications; write your name and "Job Sheet 3—Job 3" on top of printed page

13. Close file

14. **Flow text**

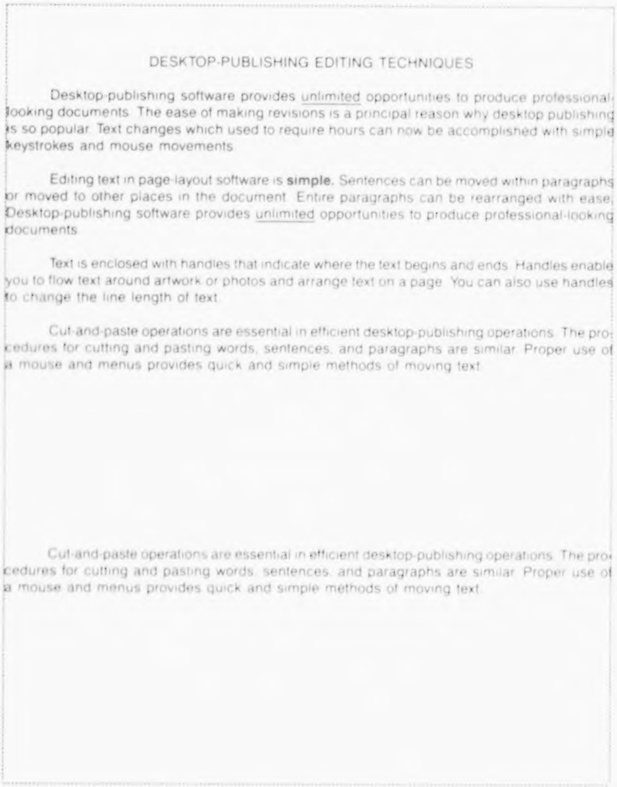
    NOTE: The following steps assume that handles are used to flow text in the on-site software program. Other methods are used in some software programs. If necessary, modify the following steps to comply with the page-layout software used on site.

    a. Open file created in Unit 2, Job Sheet 3

       NOTE: File should appear as it does in Figure 9 below.

JOB SHEET 3

FIGURE 9



DESKTOP-PUBLISHING EDITING TECHNIQUES

Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes which used to require hours can now be accomplished with simple keystrokes and mouse movements.

Editing text in page-layout software is **simple.** Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease. Desktop-publishing software provides unlimited opportunities to produce professional-looking documents.

Text is enclosed with handles that indicate where the text begins and ends. Handles enable you to flow text around artwork or photos and arrange text on a page. You can also use handles to change the line length of text.

Cut-and-paste operations are essential in efficient desktop-publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.

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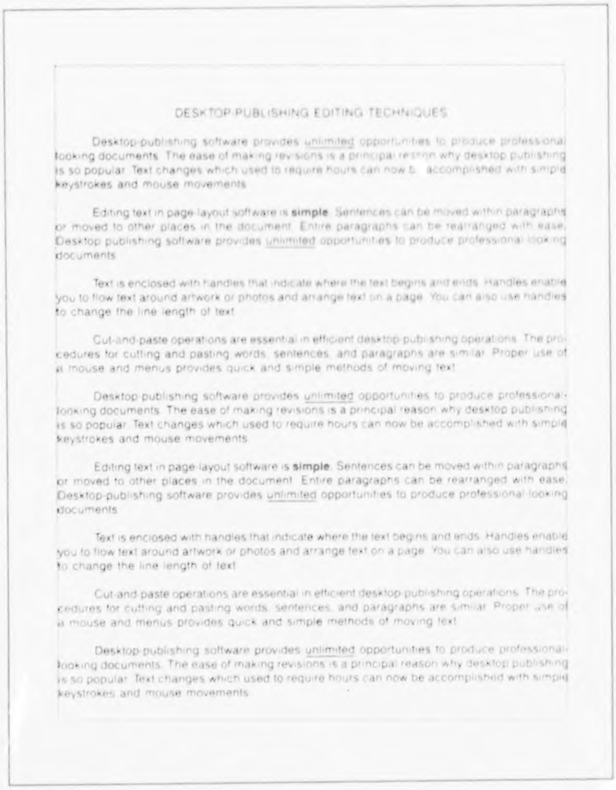
b. Delete last paragraph of text in file

c. Copy and paste remaining four file paragraphs until you obtain a full page of text

NOTE: The page on the display should appear as it does in Figure 10 below.

JOB SHEET 3

FIGURE 10



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d. Save file

e. Use the following specifications to create new file containing two pages:

- Columns—3 of equal size
- Typesize—12-point Helvetica (automatic leading)

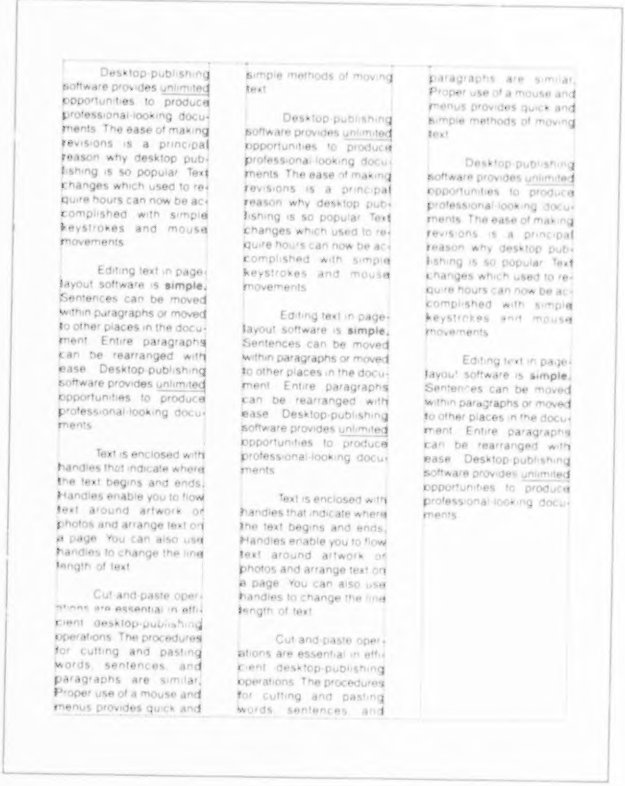
f. Save file

g. Place text file in 3-column page created in step e; omit heading and flow text as necessary

NOTE: The page on the display should appear as it does in Figure 11 belcw.

JOB SHEET 3

FIGURE 11



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h. Save file

i. Print page and write your name and "Job Sheet 3—Job 4" at top of printed page

15. Close file, exit page-layout software, and turn off computer

OR

Continue to next job sheet, as directed by instructor

16. Submit Jobs 1 through 4 to instructor for evaluation

SOFTWARE
UNIT III

JOB SHEET 4 — CREATE A LETTERHEAD

A. **Equipment and materials**

- Microcomputer with one or two floppy disk drives and/or hard drive
- Mouse
- Operating-system diskette (if computer does not have a hard drive)
- Page-layout software
- Printer
- Student Supplement 3

B. **Procedure**

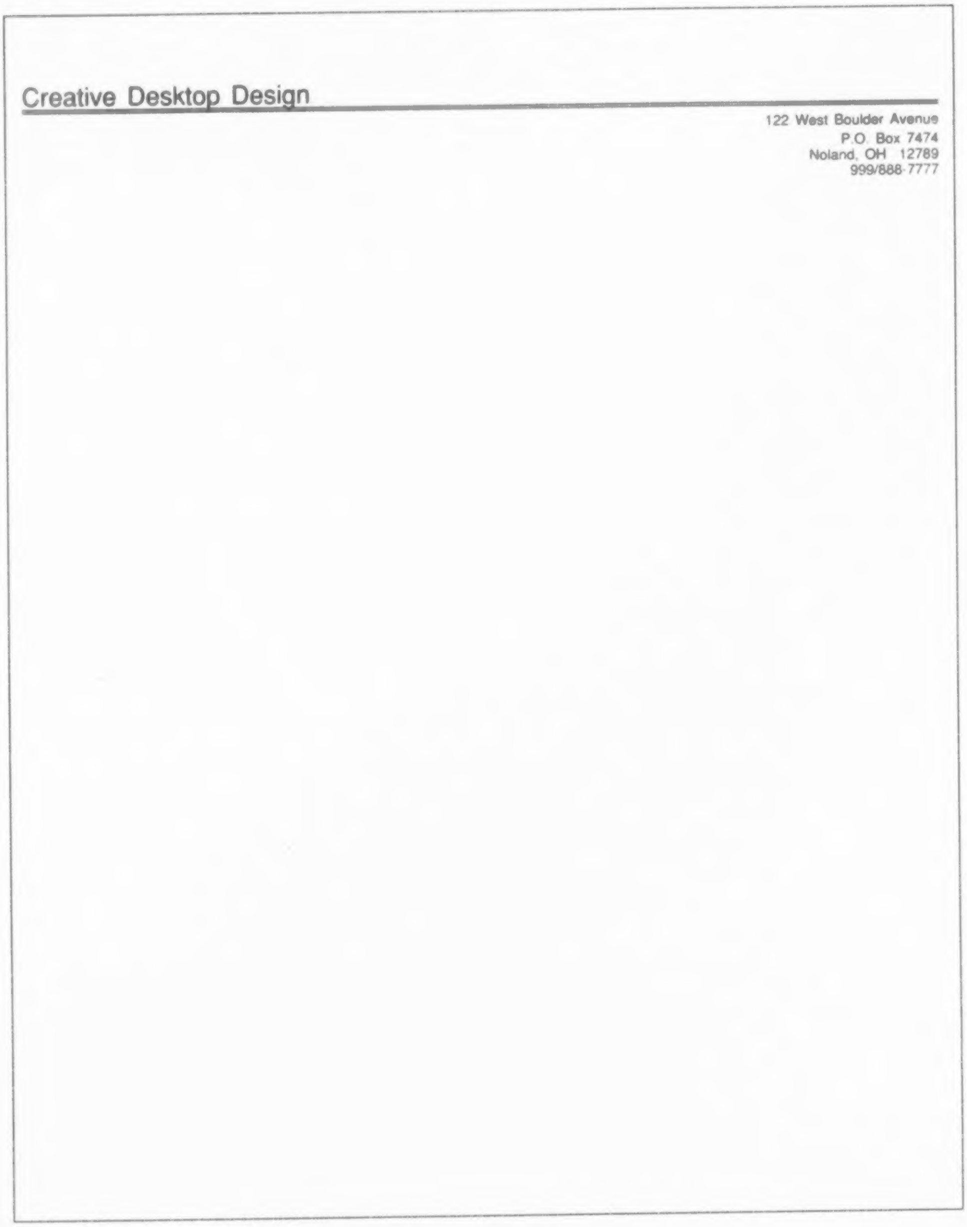
NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.

1. Boot computer
2. Turn on printer
3. Activate page-layout software
4. Create new file, using specifications in Student Supplement 3
5. Enter text provided in Student Supplement 3 to create letterhead

   NOTE: Letterhead should appear as it does in Figure 1 below

JOB SHEET 4

FIGURE 1



Creative Desktop Design

122 West Boulder Avenue
P.O. Box 7474
Noland, OH 12789
999/888-7777

6. Print letterhead; write your name and Job Sheet 4 at top of printed page
7. Close file
8. Exit page-layout software

JOB SHEET 4

9. Turn off computer and printer
10. Return software to proper storage
11. Submit printed page to instructor for evaluation

SOFTWARE
UNIT III

PRACTICAL TEST

JOB SHEET 1—PRACTICE USING PUBLICATION-WINDOW FEATURES

Student's name ______________________ **Date** ______________

Evaluator's name ______________________ **Attempt no.** ______________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Completed startup.	☐	☐
2. Changed publication-window view size.	☐	☐
3. Used scroll bars to move page.	☐	☐
4. Moved text to and from the pasteboard, if available.	☐	☐
5. Selected different measurement units on rulers, if available.	☐	☐
6. Saved file.	☐	☐
7. Secured equipment and software.	☐	☐

EVALUATOR'S COMMENTS: ____

____

PRACTICAL TEST 1

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:				
Answered publication-window view-size questions correctly	4	3	2	1
Described scrolling actions correctly	4	3	2	1
Described pasteboard movements correctly	4	3	2	1
Answered ruler-measurement questions correctly	4	3	2	1

EVALUATOR'S COMMENTS: ______________________________

____

PERFORMANCE EVALUATION KEY
4—Skilled—Can perform job with no additional training. 3—Moderately skilled—Has performed job during training program; additional training may be required. 2—Limited skill—Has performed job during training program; additional training is required to develop skill. 1—Unskilled—Is familiar with process, but is unable to perform job.

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.

SOFTWARE
UNIT III

PRACTICAL TEST 2

JOB SHEET 2—PRACTICE USING PAGE-SPECIFICATION FEATURES

Student's name ______________________ **Date** ______________

Evaluator's name ______________________ **Attempt no.** ______ ______

> Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Completed startup.	☐	☐
2. Used procedures to establish margins.	☐	☐
3. Used procedures to establish equal columns.	☐	☐
4. Used procedures to establish unequal columns.	☐	☐
5. Saved file.	☐	☐
6. Secured equipment and software.	☐	☐

EVALUATOR'S COMMENTS: ____

____

PRACTICAL TEST 2

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:				
Answered margin-setting questions correctly.	4	3	2	1
Created equal columns according to specifications and printed example.	4	3	2	1
Created unequal columns according to specifications and printed example.	4	3	2	1

EVALUATOR'S COMMENTS: ______________________________

____

PERFORMANCE EVALUATION KEY

4—Skilled—Can perform job with no additional training.
3—Moderately skilled—Has performed job during training program; additional training may be required.
2—Limited skill—Has performed job during training program; additional training is required to develop skill.
1—Unskilled—Is familiar with process, but is unable to perform job.

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.

SOFTWARE
UNIT III

PRACTICAL TEST 3

JOB SHEET 3—PRACTICE USING PARAGRAPH- AND TYPE-SPECIFICATION FEATURES AND FLOW TEXT

Student's name ______________________ **Date** ______________

Evaluator's name ______________________ **Attempt no.** ____________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Completed startup.	☐	☐
2. Used procedures for text alignment.	☐	☐
3. Used procedures for setting indents.	☐	☐
4. Used procedures for setting tabs.	☐	☐
5. Used procedures for setting type specifications.	☐	☐
6. Used procedures for flowing text.	☐	☐
7. Saved file.	☐	☐
8. Secured equipment and software.	☐	☐

EVALUATOR'S COMMENTS: ____

____

PRACTICAL TEST 3

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:

Aligned text as specified and printed example	4	3	2	1
Set indents as specified and printed example	4	3	2	1
Set tabs as specified and printed example	4	3	2	1
Set type specifications as specified and printed example	4	3	2	1
Created text as specified, flowed text, and printed example	4	3	2	1

EVALUATOR'S COMMENTS: ____________________

____

PERFORMANCE EVALUATION KEY

4—Skilled—Can perform job with no additional training.
3—Moderately skilled—Has performed job during training program; additional training may be required.
2—Limited skill—Has performed job during training program; additional training is required to develop skill.
1—Unskilled—Is familiar with process, but is unable to perform job.

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.

SOFTWARE
UNIT III

PRACTICAL TEST 4

JOB SHEET 3—CREATE A LETTERHEAD

Student's name ______________________ **Date** ______________

Evaluator's name ______________________ **Attempt no.** __________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Completed startup.	☐	☐
2. Set page orientation and margins.	☐	☐
3. Selected typeface and type size.	☐	☐
4. Saved file.	☐	☐
5. Printed letterhead.	☐	☐
6. Secured equipment and software.	☐	☐

EVALUATOR'S COMMENTS: ____

____

PRACTICAL TEST 4

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:				
Created letterhead according to specifications and printed example	4	3	2	1

EVALUATOR'S COMMENTS: ____

____

PERFORMANCE EVALUATION KEY

- 4—Skilled—Can perform job with no additional training.
- 3—Moderately skilled—Has performed job during training program; additional training may be required.
- 2—Limited skill—Has performed job during training program; additional training is required to develop skill.
- 1—Unskilled—Is familiar with process, but is unable to perform job.

SOFTWARE
UNIT III

WRITTEN TEST

Name ______________________________ Score __________

1. Match terms associated with DTP software to their correct definitions. Write the numbers on the blanks provided.

______a. To load a document or graphics file from one source to another

______b. Unit of text that can be broken into smaller units, consolidated with other units, or moved

______c. Electronically stored artwork that can be inserted into a document during page makeup

______d. Arranging elements of design and type to meet specifications

______e. Computerized listing of words that is used to check spelling and suggest hyphenation

______f. Software that performs functions based upon operator's selections from menus

______g. Area in publication window that requests information or shows status of a process taking place

______h. Process that searches and/or applies an attribute or feature to an entire document

1. Clip art
2. Customizing
3. Dialog box
4. Dictionary
5. Global selection
6. Import
7. Mouse-driven software
8. Text block

2. Match types of software used in DTP systems to their correct uses. Write the numbers on the blanks provided.

______a. Software used to enhance or modify graphics

______b. Software used to arrange and manipulate text and graphics

______c. Software used to create graphics

______d. Software used to create or revise text

1. Paint
2. Page-layout
3. Word-processing
4. Draw

WRITTEN TEST

3. List six factors to consider before purchasing DTP software. Write your answer on the blanks provided.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

   f. ______________________________

4. State four characteristics of quality word-processing software. Write your answers on the blanks provided.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

5. Complete statements concerning characteristics of quality draw software. Circle the word(s) that best completes the following statements.

   a. (**Does** or **Does not**) allow files to be exported into page-layout and/or paint software

   b. Uses line and curve segments to produce (**subject-** or **object-**) oriented graphics

   c. Can produce (**one-**, **two-**, or **three-**) dimensional drawings

   d. (**Moves** or **Resizes**) images without affecting their original form

WRITTEN TEST

6. Complete statements concerning characteristics of quality paint software. Circle the word(s) that best completes the following statements.

   a. Produces (**bit-mapped** or **object-oriented**) graphics

   b. Offers a wide degree of (**resolutions and colors** or **lines and shapes**)

   c. (**Does** or **Does not**) allow files to be exported into page-layout and/or draw software

7. List four characteristics of quality page-layout software. Write your answers on the blanks provided.

   a. ____
   ____

   b. ____
   ____

   c. ____
   ____

   d. ____
   ____

8. Match basic page-layout-software features to their correct descriptions. Write the numbers on the blanks provided. Descriptions continue on the next page.

   ______a. Icons and/or markers that appear on rulers and within text to indicate cursor position in publication window

   ______b. Menu of tools available to point, edit text, crop, or draw

   ______c. Measuring edges used in placing text and graphics on page in publication window

   ______d. Options providing a variety of window views selected according to amount of detail needed to be seen for a particular task

   ______e. Tools used to move page horizontally and vertically inside publication window

   1. Publication-window size selection
   2. Function box
   3. Cursor-position indicators
   4. Rulers
   5. Scroll bars
   6. Pasteboard
   7. Pull-down menus

WRITTEN TEST

_______f. Listings of options that drop down when selected by mouse or keystroke

_______g. Blank space surrounding page in publication window; used to temporarily store text and graphics

9. Match page-setup features to their correct descriptions. Write the numbers on the blanks provided.

_______a. Menu item for selecting page-numbering method and position of page number on page

_______b. Dialog box for creating either equal or unequal-size column positions and numbers

_______c. Dialog box for selecting either portrait or landscape page position

_______d. Items that customize a format, such as margins, column widths, border thicknesses, and type styles

_______e. Dialog box for setting left, right, top, and bottom page limits

_______f. Permanent page formats that can be copied and used repeatedly

1. Margin settings
2. Page orientation
3. Columns
4. Style sheets
5. Pagination
6. Templates

10. Match paragraph-specification features to their correct descriptions. Write the numbers on the blanks provided. Descriptions continue on the next page.

_______a. Option selected to move text from page to page and column to column

_______b. Options selected to make either global or individual selection of any of the various paragraph-specification features, such as hyphenation or kerning

_______c. Options selected to position text flush left, flush right, centered, or justified

_______d. Option selected to adjust the placement of text around graphics

_______e. Options selected to align text lines in specific increments, left, right, center, decimal, or dot leader

1. Text flow
2. Text wrap
3. Alignment
4. Tabs and indents
5. Paragraph-specification changes
6. Auto text flow

WRITTEN TEST

_____ f. Option selected to allow text to flow automatically from page to page and column to column when using place-text function

11. Define type-specification features. Write your definitions on the blanks provided.

    a. Hyphenation ______________________________

    ____

    ____

    b. Kerning ______________________________

    ____

    ____

    c. Word spacing ______________________________

    ____

    ____

    d. Leading ______________________________

    ____

    ____

    e. Type-specification changes ______________________________

    ____

    ____

12. Describe editing features. Write your descriptions on the blanks provided.

    a. Text tool ______________________________

    ____

    ____

    ____

    b. Undo command ______________________________

    ____

    ____

    ____

WRITTEN TEST

c. Clipboard

d. Page changes

SOFTWARE
UNIT III

WRITTEN TEST ANSWERS

1.	a.	6	e.	4
	b.	8	f.	7
	c.	1	g.	3
	d.	2	h.	5

2.	a.	1	c.	4
	b.	2	d.	3

3. Answer should include any six of the following factors

   a. Can software efficiently produce types of publications desired?
   b. Is software compatible with existing hardware or hardware to be purchased?
   c. Will software utilize computer's and printer's total capabilities?
   d. Is software compatible with existing software?
   e. Is software mouse-driven?
   f. Does software provide error messages?
   g. Does software supply thorough yet easy-to-understand documentation?
   h. Does software provide technical support at no or low cost?
   i. Can software be upgraded, or can upgrades be obtained in the future?
   j. Is software competitively priced with programs with similar features?

4. Answer should include any four of the following characteristics

   a. Allows input of large amount of text in a convenient, fast, and efficient manner
   b. Provides easy access to input features, such as setting tabs and margins
   c. Provides easy access to editing features, such as moving, copying, inserting, and deleting text
   d. Provides a spell-check feature
   e. Provides search-and-replace feature for words, letters, numbers, and phrases
   f. Allows files to be exported in a pure ASCII format
   g. Provides a merge feature

5.	a.	Does	c.	Three-
	b.	Object-	d.	Resizes

6. a. Bit-mapped
   b. Resolutions and colors
   c. Does

WRITTEN TEST ANSWERS

7. Answer should include any four of the following characteristics

   a. Provides templates or outlines for arranging text and graphics
   b. Imports text and graphics from various sources, such as word-processing, paint, or draw software
   c. Allows text and graphics to be moved to fit available space
   d. Provides text-editing features such as cut, copy, and paste
   e. Provides features for customizing paragraphs, type styles, and type sizes throughout document
   f. Provides features for adding graphic elements, such as lines, boxes, and circles
   g. Provides pull-down menus accessed by mouse or mouse/keystroke combinations

8.	a.	3	e.	5
	b.	2	f.	7
	c.	4	g.	6
	d.	1		

9.	a.	5	d.	4
	b.	3	e.	1
	c.	2	f.	6

10.	a.	1	d.	2
	b.	5	e.	4
	c.	3	f.	6

11. a. Options allowing dictionary- or operator-prompted word division at end of text lines
    b. Options allowing automatic or manual adjustment of spacing between text characters
    c. Option allowing adjustment of spacing between words
    d. Options allowing automatic or manual adjustment of vertical spacing between text lines
    e. Options allowing global or manual adjustment of typefaces and type sizes

12. Descriptions should include the following

    a. Options used to insert or delete text or change type specifications
    b. Options used to restore deleted materials
    c. Options used to temporarily store graphics or text that was cut or copied
    d. Options used to insert, delete, or rearrange text or graphics blocks on page in publication window

TYPE SELECTION
UNIT IV

OBJECTIVE SHEET

UNIT OBJECTIVE

After completing this unit, the student should be able to select type and identify font formats used in DTP. The student will demonstrate these competencies by correctly completing the assignment sheet and job sheet and by scoring a minimum of 85 percent on the written test.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with type selection to their correct definitions.
2. Identify basic parts of a type character.
3. Match basic type measurements to their correct definitions.
4. Distinguish among the definitions of the terms *typeface, type style,* and *font.*
5. Match typeface classifications to their correct characteristics.
6. Match type adjustments commonly required in DTP to their correct definitions.
7. Complete statements concerning font characteristics.
8. Match types of font formats to their correct definitions.
9. Measure type. (Assignment Sheet 1)
10. Practice adjusting leading, kerning, and letter spacing. (Job Sheet 1)

TYPE SELECTION
UNIT IV

SUGGESTED ACTIVITIES

Instructional plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Obtain items to supplement instruction of this unit.
    - Present examples of appropriate and inappropriate use of type.
    - Obtain line gauges for students to use in completing Assignment Sheet 1, "Measure Type."
3. Invite resource persons to make class presentations.
    - Invite a graphic artist to discuss type selection as it relates to DTP.
    - Invite a software representative to discuss font formats and printers.
4. Make transparencies from the transparency masters included in this unit. These appear in the teacher guide only and are designed to be used with the following objectives:
    - TM 1—Part of a Type Character (Objective 2)
    - TM 2—Measuring Type Size (Objective 3)
    - TM 3—Line Gauge (Objective 3)
    - TM 4—Line Gauge (Objective 3)
5. Provide students with objective sheet.
6. Discuss unit and specific objectives.
7. Provide students with information sheet.
8. Discuss information sheet.
9. Provide students with assignment sheet.
10. Discuss and then have students complete assignment sheet.
11. Provide students with job sheet.
12. Discuss job sheet and demonstrate the procedure outlined in the job sheet.
13. Have students complete job sheet.

SUGGESTED ACTIVITIES

14. Give written test.
15. Compile assignment-sheet score, job-sheet rating, and written-test score.
16. Reteach and retest as required.

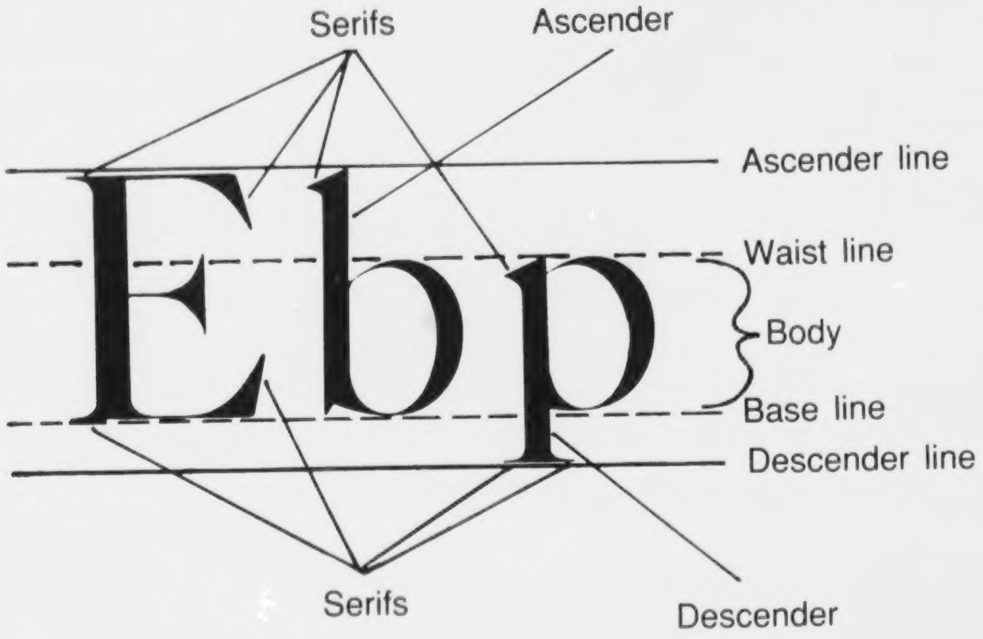
Teaching suggestions

1. Demonstrate the procedure for measuring type.
2. Demonstrate the use of a line gauge.
3. Demonstrate leading and kerning procedures in page-layout software.
4. Have students collect examples of print media that use type as effective design elements.

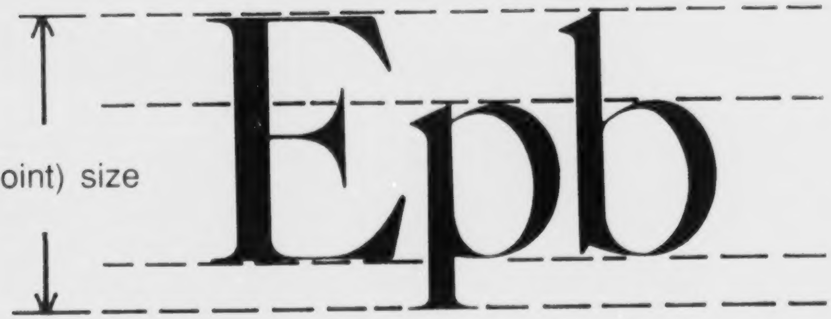
Resources used in developing this unit

1. *Graphics Arts, Book 1: Orientation, Composition, and Paste-up.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, Inc., 1981.
2. Kleper, Michael L. *The Illustrated Handbook of Desktop Publishing and Typesetting.* Blue Ridge Summit, PA: TAB Professional and Reference Books, 1987.
3. *101 Best Desktop Publishing Tips from the Editors of Publish!* San Francisco, CA: PCW Communications, Inc., 1987.
4. Parker, Roger C. *Looking Good in Print: A Guide to Basic Design for Desktop Publishing.* Chapel Hill, NC: Ventana Press, 1988.
5. Skillin, Marjorie E. *Words Into Type*, 3rd ed. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1974.

Parts of a Type Character


Serifs
Ascender
Ascender line
Ebp
Waist line
Body
Base line
Descender line
Serifs
Descender

Measuring Type Size



Ascender line

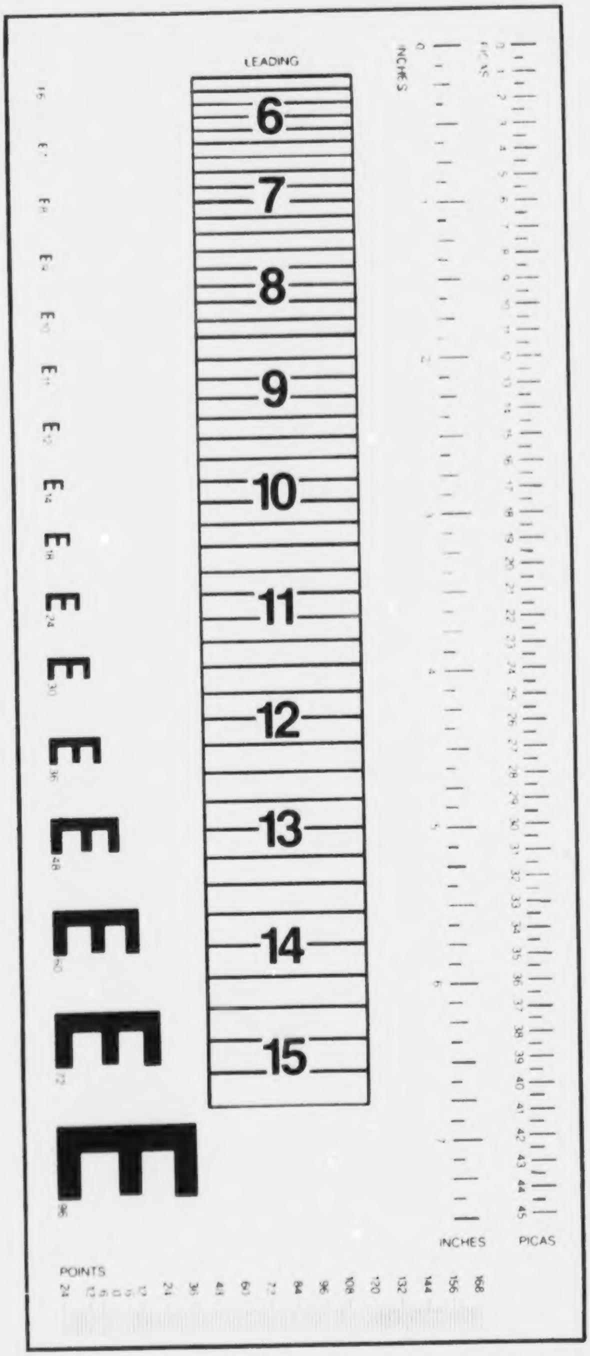
Waist line

Type (point) size

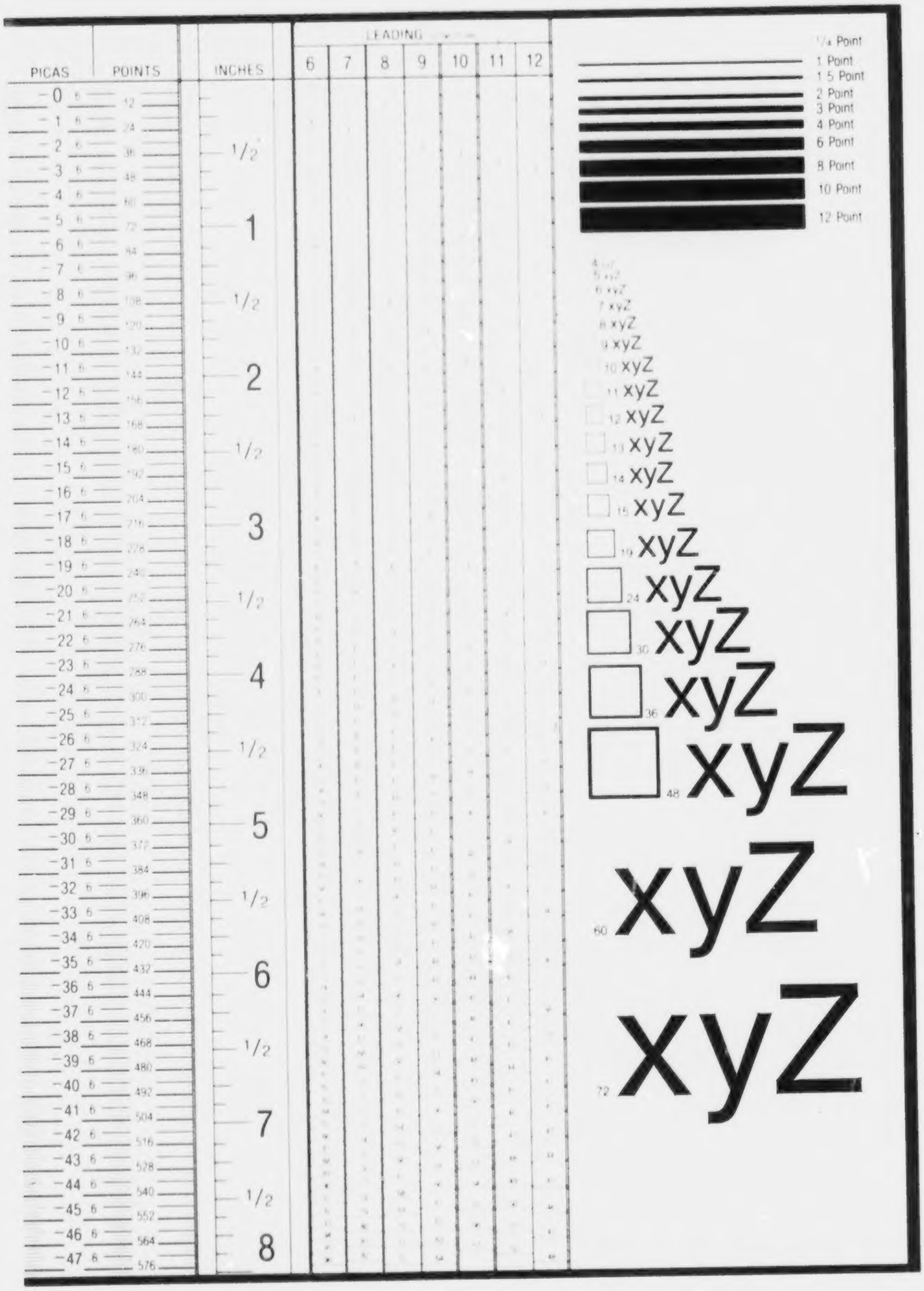
Base line

Descender line

Line Gauge


LEADING
6
7
8
9
10
11
12
13
14
15
INCHES
PICAS
POINTS

Line Gauge


PICAS
POINTS
INCHES
LEADING
1/2
1/2
1/2
1/2
1/2
1/2
1/2
1/2
1/4 Point
1 Point
1.5 Point
2 Point
3 Point
4 Point
6 Point
8 Point
10 Point
12 Point
4 xyZ
5 xyZ
6 xyZ
7 xyZ
8 xyZ
9 xyZ
10 xyZ
11 xyZ
12 xyZ
13 xyZ
14 xyZ
15 xyZ
18 xyZ
24 xyZ
30 xyZ
36 xyZ
48 xyZ
60 xyZ
72 xyZ

TYPE SELECTION
UNIT IV

INFORMATION SHEET

1. **Terms and definitions associated with type selection**

   a. **Bitmap character** (see Figure 1)—Character that has a specific style, point size, and resolution

   b. **Body type**—Type 12 points in size or smaller

   c. **Display type**—Type 14 points in size or larger

   d. **Pica**—Unit of measure equal to 12 points, or ⅙ inch

   NOTE: Picas are commonly used to measure the line length and width of columns and gutters.

   e. **Point**—Unit of measure equal to 1⁄72 inch

   NOTE: Points are commonly used to measure type size and leading.

   f. **Typeface outline** (Figure 2)—Shape and proportion of a character in a typeface; character has no specific size or resolution

   NOTE: PostScript printers use typeface outlines to generate type.

FIGURE 1: Bitmap character

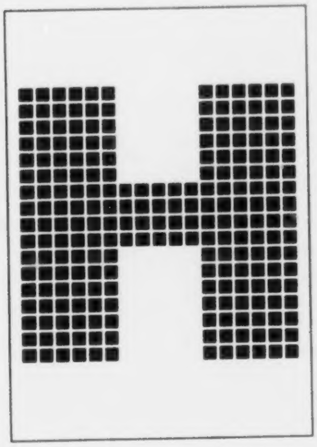
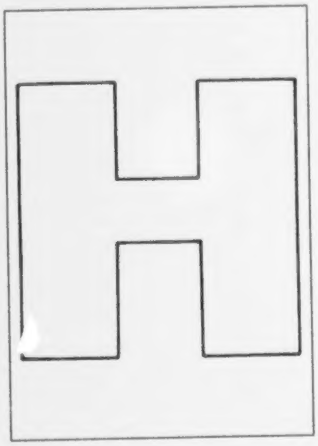


FIGURE 2: Typeface outline



INFORMATION SHEET

2. **Basic parts of a type character** (Figure 3)

   a. Body—Central or principal part of type character

   b. Waist line—Line marking upper limit of body of type character

   c. Base line—Line marking lower limit of body of type character

   d. Ascender—Upward stroke rising above waist line

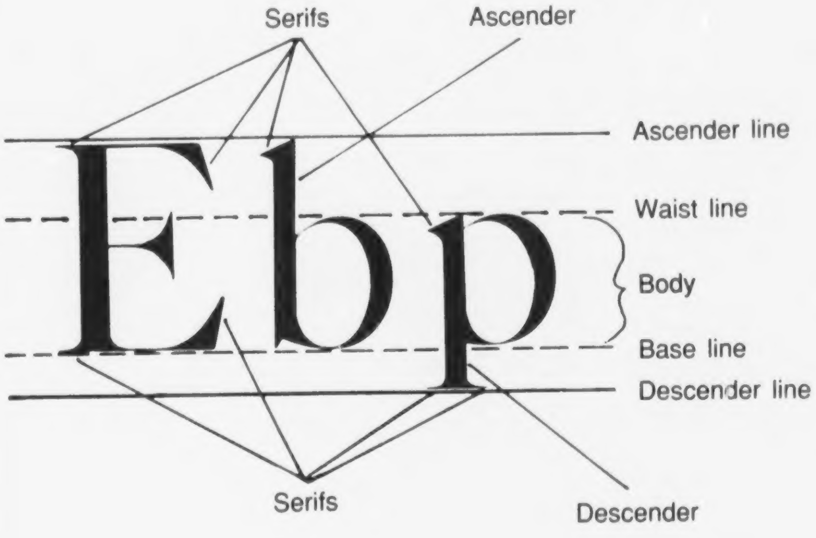
   e. Descender—Downward stroke extending below base line

   f. Serifs—Small finishing strokes at terminals of ascending and descending strokes of type character

   g. Ascender line—Line marking upper limit of upward stroke

   h. Descender line—Line marking lower limit of downward stroke

FIGURE 3


Serifs
Ascender
Ascender line
Ebp
Waist line
Body
Base line
Descender line
Serifs
Descender

INFORMATION SHEET

3. Basic type measurements and their definitions

a. **Type size** (see Figure 4-a)—Measure—in points—of distance between ascender line and descender line of type character

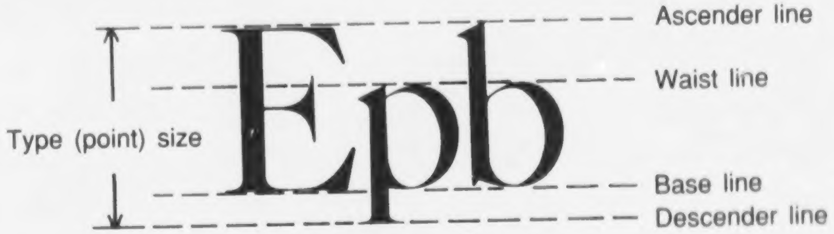
b. **Leading** (see Figure 4-b)—Measure—in points—of distance between base lines of two lines of type

NOTE: Some software refer to *leading* as "line spacing."

c. **Line length**—Measure—in picas—of distance between beginning and ending of type line

NOTE: Line-length measurements for the same type characters in the same point size vary from typeface to typeface because the width of the individual letters vary from typeface to typeface. See Figure 4-c.

FIGURE 4



(a) Measuring type size

Measure leading from base line to base line.
Measure leading from base line to base line.] 10 pt. type/12 pt. leading

Measure leading from base line to base line.
Measure leading from base line to base line.] 10 pt. type/14 pt. leading

(b) Measuring leading

This is a 14-point line of type.	Helvetica typeface
This is a 14-point line of type.	Roman typeface

(c) Example of line-length variations in characters from typeface to typeface

INFORMATION SHEET

4. **Definitions of the terms *typeface, type style,* and *font***

a. **Typeface** (Figure 5)—Form and shape of a group of letters and numbers

NOTE: There are literally hundreds of typefaces available.

FIGURE 5

AVANT GARDE BOOK–This is an example of Avant Garde Book.

KORINNA REGULAR—This is an example of Korinna Regular.

CENTURY BOOK—This is an example of Century Book.

UNICAL TEXT—This is an example of Unical Text.

TRIUMVIRATE—This is an example of Triumvirate.

b. **Type style** (Figure 6)—Type modification, such as condensed, italics, boldface, or bold italics, that creates a distinctive difference from normal type

FIGURE 6

TRIUMVIRATE BOLD—This is an example of Triumvirate Bold.

TRIUMVIRATE ITALIC—This is an example of Triumvirate Italic.

TRIUMVIRATE CONDENSED—This is an example of Triumvirate Condensed.

TRIUMVIRATE HEAVY—This is an example of Triumvirate Heavy.

TRIUMVIRATE BOLD CONDENSED—This is an example of Triumvirate Bold Condensed.

c. **Font** (see Figure 7)—Complete set of type of a particular face and size

EXAMPLE: Even though 24-point Helvetica and 18-point Helvetica are in the same typeface, they are different fonts because their point sizes differ.

INFORMATION SHEET

FIGURE 7

Tiffany

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890]?).,-!';:—'*1/4 3/4 1/3 2/3 1/2/^{81234567890}[&(

5. Typeface classifications and their characteristics

a. **Serif** (Figure 8)—Characters vary in thickness and have serifs at terminals of ascenders and descenders

EXAMPLES: Roman, Times Roman

NOTE: Serifs provide visual cues to direct the reader's eye from one character to the next, making serif typefaces easier to read. Serif typefaces are therefore recommended for body type.

FIGURE 8: Times Roman

Serif type

b. **Sans serif** (Figure 9)—Characters are uniform in thickness and do not have serifs

EXAMPLES: Gothic, Swiss, Helvetica

NOTE: The French word *sans* means "without"; the term *sans serif* therefore means "without serifs." Sans-serif typefaces are usually used in display type.

FIGURE 9: Helvetica

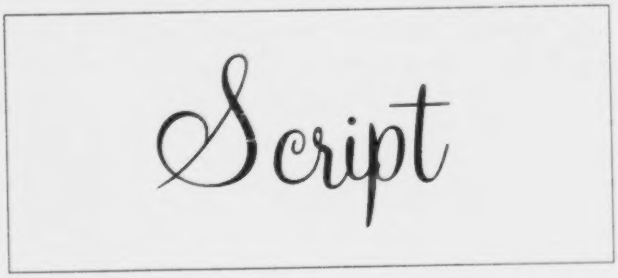
Sans serif type

INFORMATION SHEET

c. **Script** (Figure 10)—Characters look like handwriting or hand-lettering

NOTE: Script is used for announcements, invitations, or applications requiring few words. Avoid using script in all-capital letters since it is very difficult to read.

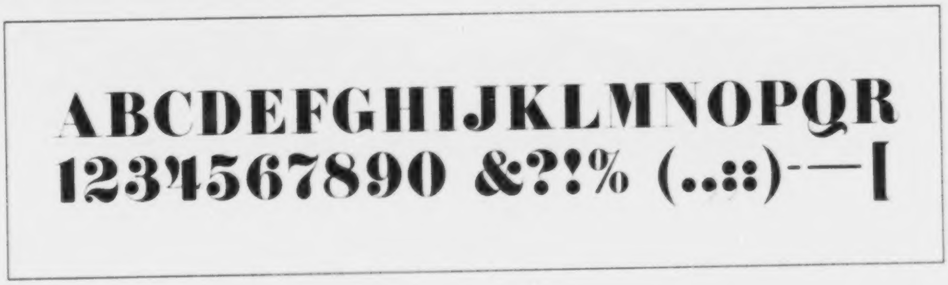
FIGURE 10



d. **Decorative** (Figure 11)—Characters are usually ornamental

NOTE: The use of decorative typefaces should be limited to display type. Avoid the over-enthusiastic use of decorative typefaces in DTP.

FIGURE 11: Firenze text



6. **Type adjustments commonly required in DTP and their definitions**

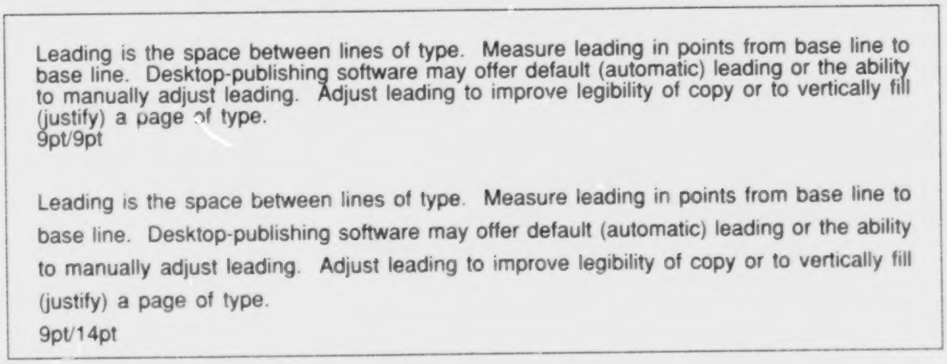
   a. **Leading** (see Figure 12)—Increasing or decreasing space between lines of type to improve legibility or to vertically fill (justify) page of type

   EXAMPLES: Increasing leading when body type seems dark or dense; decreasing leading in headlines to tighten the copy and bring the words together so they function as a unit

   NOTE: DTP software may offer default (automatic) leading or the ability to adjust the leading. Default leading is usually 20 percent of the type size. For example, 12-point type would have a 14-point default leading.

INFORMATION SHEET

FIGURE 12: Increasing leading



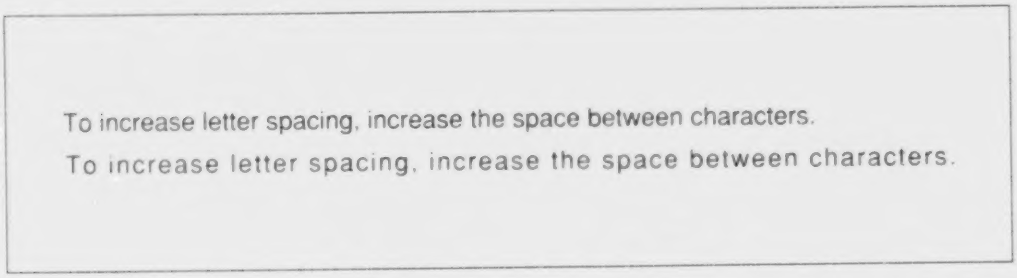
Leading is the space between lines of type. Measure leading in points from base line to base line. Desktop-publishing software may offer default (automatic) leading or the ability to manually adjust leading. Adjust leading to improve legibility of copy or to vertically fill (justify) a page of type.
9pt/9pt

Leading is the space between lines of type. Measure leading in points from base line to base line. Desktop-publishing software may offer default (automatic) leading or the ability to manually adjust leading. Adjust leading to improve legibility of copy or to vertically fill (justify) a page of type.
9pt/14pt

b. **Letter spacing** (Figure 13)—Increasing or decreasing space between characters

NOTE: Changing letter spacing can allow you to fit more words into the same amount of space because the letters in each word are set closer together.

FIGURE 13: Increasing letter spacing



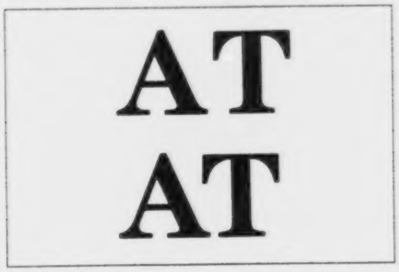
To increase letter spacing, increase the space between characters.

To increase letter spacing, increase the space between characters.

c. **Kerning** (Figures 14 and 15)—Increasing or decreasing space between individual character pairs in a line of type

NOTE: DTP software may offer default (automatic) kerning or the ability to adjust kerning manually.

FIGURE 14: Increased kerning



AT

AT

INFORMATION SHEET

FIGURE 15: Pairs of characters that commonly need kerning

AO
AT
AV
AW
AY
Ac
Ad
Ae
Ao
Au
Av

Aw
FA
Ka
Ke
Ko
LY
Ly
OV
OW
OX
PA

TA
Ta
Te
To
Tr
Tu
Tv
Tw
Ty
VA
Va

Ve
Vo
Vu
Vy
WA
Wa
We
Wo
Wr
Wu
Wy

YA
Ya
Ye
Yo
Yu
av
aw
ay
ev
ew

ex
ey
ov
Ow
ox
oy
rw
ry
va
vo

wa
we
wo
xc
xe
xo
ya
yc
ye
yo

d. **Word spacing**—Increasing or decreasing space between words

NOTE: Adjust word spacing with care. Increasing the word-space adjustment tends to make words drift apart. Decreasing the word-space adjustment makes type dense and difficult to read.

7. **Statements concerning font characteristics**

a. A font usually includes regular upper-case and lower-case alphabet letters, numbers, punctuation marks, accents, and commonly used symbols

b. A font may **not** include small upper-case alphabet letters or italics and boldface characters

NOTE: In some cases, font manufacturers classify boldface and italics of one typeface as separate fonts. In this case an 18-point boldface Helvetica would be considered a separate font from normal 18-point Helvetica. Be cautious when purchasing fonts; manufacturers may boast a large number of fonts per package when in fact what they supply are no more than type-style variations of the same typeface.

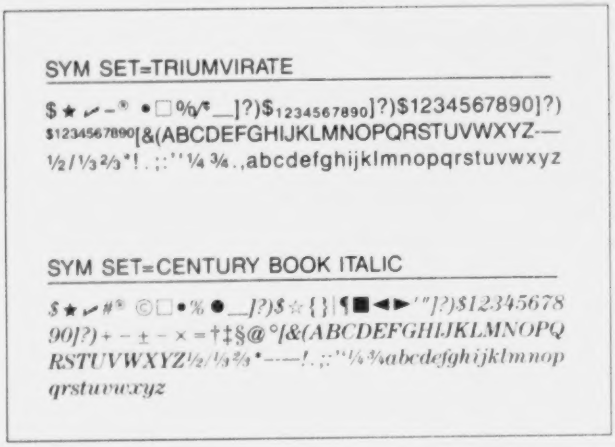
c. A font may include several symbol sets

NOTE: *Symbol sets* are specific groups of characters and symbols intended for a particular purpose. Symbol sets may include foreign characters, accented characters, mathematical symbols, Greek characters, or trademark symbols. See Figure 16. The ASCII symbol set generally consists of the standard alphabet plus punctuation marks.

d. The HP Roman 8 symbol set is standard on many resident fonts on laser printers; it includes the standard alphabet, punctuation, and accented characters

INFORMATION SHEET

FIGURE 16



SYM SET=TRIUMVIRATE

$★✓–® •☐%/*__]?)$1234567890]?)$1234567890]?)
$1234567890[&(ABCDEFGHIJKLMNOPQRSTUVWXYZ-—
½/⅓⅔*!.;:''¼¾.,abcdefghijklmnopqrstuvwxyz

SYM SET=CENTURY BOOK ITALIC

$★✓#® ©☐•% ●__]?)$☆{}|¶■◄►'"]?)$12345678
90]?)+ – ± – × =†‡§@°[&(ABCDEFGHIJKLMNOPQ
RSTUVWXYZ½/⅓⅔——!.;:''¼¾abcdefghijklmnop*
qrstuvwxyz

8. **Types of font formats and their definitions** (see Figure 17)

   a. **Resident fonts** (internal fonts, default fonts)—Fonts stored on printer's permanent memory (ROM) and selected on printer's control panel or in word-processing or page-layout software

      NOTE: Most laser printers provide default fonts.

   b. **Hard fonts** (cartridge fonts)—Fonts stored on ROM in cartridges that are inserted into laser printer and selected on printer's control panel or in word-processing or page-layout software

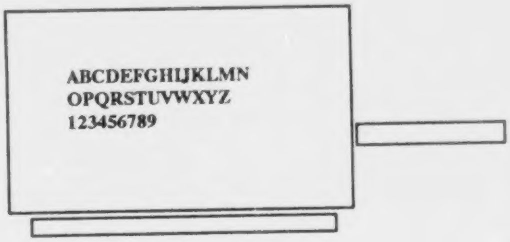
      NOTE: Hard fonts may contain as few as 4 fonts or as many as 100. Super cartridges (mega cartridges) can hold from 0.5 to 4 MB of ROM for storing large numbers of fonts.

   c. **Soft-font diskettes**—Pre-generated, pre-sized fonts stored on diskettes, transferred from diskettes to computer's hard drive, and then downloaded to printer's memory; fonts are usually selected in word-processing or page-layout software

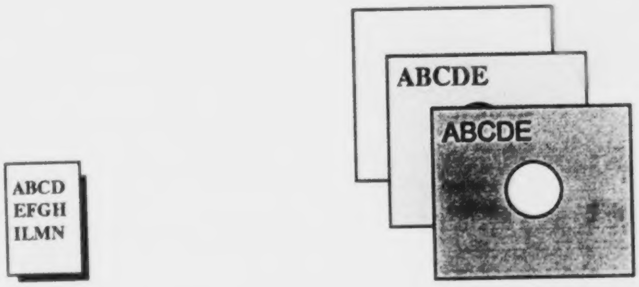
      NOTE: Soft-font diskettes contain a large number of fonts.

INFORMATION SHEET

FIGURE 17


ABCDEFGHIJKLMN
OPQRSTUVWXYZ
123456789

(a) Resident fonts


ABCD
EFGH
ILMN
ABCDE
ABCDE

(b) Hard fonts (c) Soft-font diskettes

TYPE SELECTION
UNIT IV

ASSIGNMENT SHEET 1—MEASURE TYPE

Name ______________________ Score ______________

Part A

Directions: Use a line gauge to measure the type size of the lines of type below. Write your answers on the blank lines provided.

1\.

Type selection is an important aspect of desktop publishing.

Type size ______________________

2\.

Type selection is an important aspect of desktop publishing.

Type size ______________________

3\.

Type selection is an important aspect of desktop publishing.

Type size ______________________

Part B

Directions: Use a line gauge to measure the point size and leading of the lines of type below. Write your answers on the blank lines provided.

1. Leading adjustments should be determined when designing a document. Appropriate leading guides the reader's eye from line to line without distraction.

Point size/leading ______________________

ASSIGNMENT SHEET 1

2. Leading adjustments should be determined when designing a document. Appropriate leading guides the reader's eye from line to line without distraction.

Point size/leading ________________________________

TYPE SELECTION
UNIT IV

ASSIGNMENT SHEET ANSWERS

Assignment Sheet 1

Part A

1. 10 point
2. 14 point
3. 8 point

Part B

1. 10-point type/12-point leading
2. 14-point type/18-point leading

TYPE SELECTION
UNIT IV

JOB SHEET 1—PRACTICE ADJUSTING LEADING, KERNING, AND LETTER SPACING

A. **Equipment and materials**

- Microcomputer with one or two floppy-disk drives and/or hard drive
- Operating-system diskette (if computer does not have a hard drive)
- Word-processing software
- Page-layout software
- Mouse
- Printer

B. **Procedure**

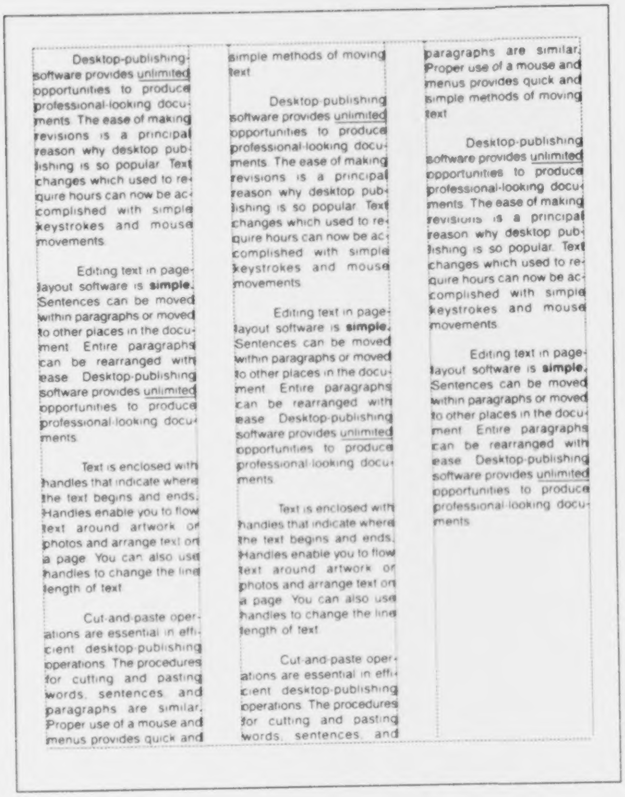
NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.

1. Boot computer
2. Activate page-layout software
3. Open file created in Unit III, Job Sheet 3

   NOTE: The file should appear as it does in Figure 1 below. The type size for the file should be set at 12-point Helvetica with automatic leading of 14-point.

JOB SHEET 1

FIGURE 1



Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes which used to require hours can now be accomplished with simple keystrokes and mouse movements.

Editing text in page-layout software is **simple.** Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease. Desktop-publishing software provides unlimited opportunities to produce professional-looking documents.

Text is enclosed with handles that indicate where the text begins and ends. Handles enable you to flow text around artwork or photos and arrange text on a page. You can also use handles to change the line length of text.

Cut-and-paste operations are essential in efficient desktop-publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.

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4. **Practice selecting fonts and adjusting leading**

   a. *If* leading is not set at 14 point, change it to 14 point at this time

   b. Save text file

   c. Print page

   d. Write your name, the font, line length, and the words "Automatic leading—Job Sheet 1—Job 1" at top of printed page

   e. Return to file and increase leading to 4 point sizes larger than text type size used on "automatic leading" page

      EXAMPLE: For 12-point text type, increase leading to 16 points.

   f. Save file

   g. Print page

JOB SHEET 1

h. Write your name, the font, line length, amount of leading, and the words "Increased leading—Job Sheet 1—Job 2" at top of printed page

i. Compare "automatic leading" page to "increased leading" page; note difference in amount of text that fits on the two pages

j. Submit Jobs 1 and 2 to instructor for evaluation

5. **Practice kerning character pairs**

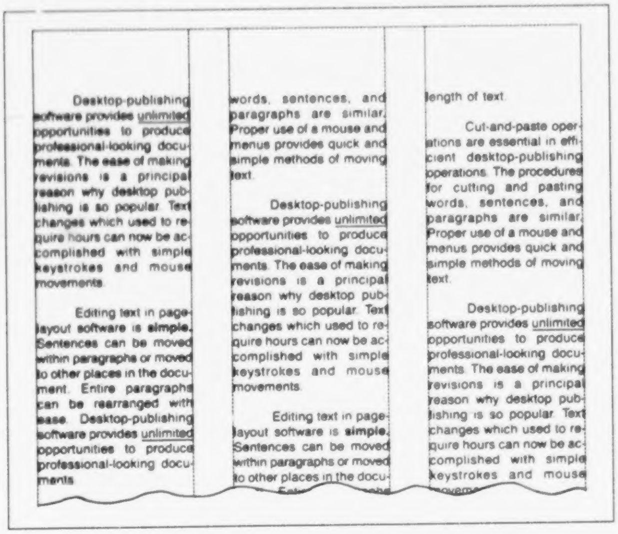
a. Return to file

b. Adjust leading to automatic (14 point)

c. Move header and text in all three columns downward to obtain a .75-inch wide white space across top of page

NOTE: The page should appear as it does in Figure 2 below.

FIGURE 2



Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes which used to require hours can now be accomplished with simple keystrokes and mouse movements.

Editing text in page-layout software is **simple.** Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease. Desktop-publishing software provides unlimited opportunities to produce professional-looking documents.

words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.

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Editing text in page-layout software is **simple.** Sentences can be moved within paragraphs or moved to other places in the docu-

length of text.

Cut-and-paste operations are essential in efficient desktop-publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.

Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes which used to require hours can now be accomplished with simple keystrokes and mouse

d. Create headline 1: enter the text shown in Figure 3 below in 18-point upper-and-lower-case letters, centering text across entire page

FIGURE 3

The Wonders of Desktop Publishing

JOB SHEET 1

e. Create headline 2: copy headline 1 and retrieve headline text below headline 1

f. Kern character pairs shown in Figure 4 below to achieve a tighter look for headline 2

NOTE: It may be helpful to adjust the page view to an enlarged size when you kern the character pairs.

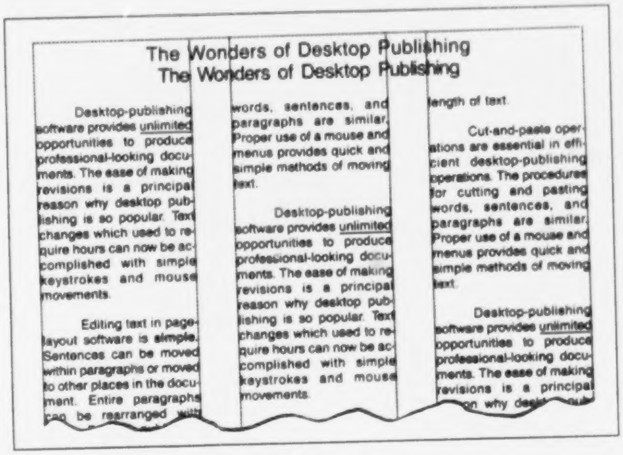
FIGURE 4

Wo on to op

g. Observe differences in character pairs and line length

NOTE: Page should appear as it does in Figure 5 below.

FIGURE 5



The Wonders of Desktop Publishing
The Wonders of Desktop Publishing

Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal reason why desktop publishing is so popular. Text changes which used to require hours can now be accomplished with simple keystrokes and mouse movements.

Editing text in page-layout software is simple. Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with

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length of text.

Cut-and-paste operations are essential in efficient desktop-publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.

Desktop-publishing software provides unlimited opportunities to produce professional-looking documents. The ease of making revisions is a principal

h. Save file

i. Print page

j. Write your name and the words "Practice kerning character pairs—Job Sheet 1—Job 3" at top of printed page

k. Submit Job 3 to instructor for evaluation

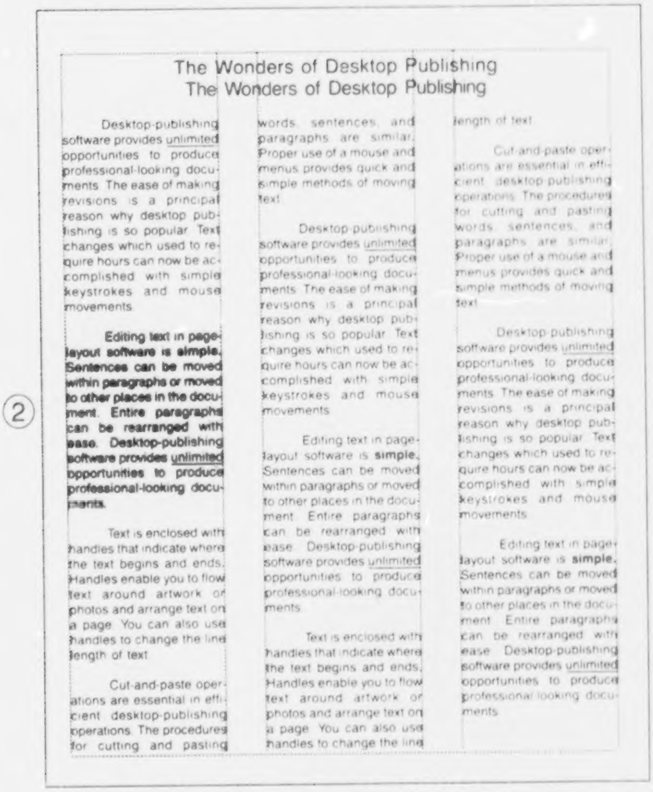
6. Practice adjusting letter spacing

a. Return to file

b. Go to second paragraph in column 1; see highlighted paragraph in Figure 6 below

JOB SHEET 1

FIGURE 6



The Wonders of Desktop Publishing
The Wonders of Desktop Publishing

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Cut-and-paste operations are essential in efficient desktop-publishing operations. The procedures for cutting and pasting words, sentences, and paragraphs are similar. Proper use of a mouse and menus provides quick and simple methods of moving text.

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Editing text in page-layout software is **simple.** Sentences can be moved within paragraphs or moved to other places in the document. Entire paragraphs can be rearranged with ease. Desktop-publishing software provides unlimited opportunities to produce professional-looking documents.

c. Decrease letter spacing for highlighted paragraph

d. Compare paragraph to an identical paragraph in another column; notice the adjust in number of words per line

e. Save file

f. Print page

g. Write your name and the words "Practice adjusting letter spacing— Job Sheet 1—Job 4" at top of printed page

h. Submit Job 4 to instructor for evaluation

7. Close file, exit page-layout software, and turn off computer

TYPE SELECTION
UNIT IV

PRACTICAL TEST 1

JOB SHEET 1—PRACTICE ADJUSTING LEADING, KERNING, AND LETTER SPACING

Student's name ______________________________ Date ____________________

Evaluator's name ______________________________ Attempt no. ______________

> Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Completed startup.	☐	☐
2. Used leading-adjustment procedures	☐	☐
3. Used kerning procedures	☐	☐
4. Used letter-spacing procedures	☐	☐
5. Saved file	☐	☐
6. Printed file	☐	☐
7. Secured equipment and software	☐	☐

EVALUATOR'S COMMENTS: ____

____

PRACTICAL TEST 1

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:				
Adjusted leading as specified and printed page	4	3	2	1
Adjusted text as specified	4	3	2	1
Created text as specified	4	3	2	1
Kerned character pairs as specified and printed page	4	3	2	1
Adjusted letter spacing as specified and printed page	4	3	2	1

EVALUATOR'S COMMENTS: ______________________________

____

PERFORMANCE EVALUATION KEY

4—Skilled—Can perform job with no additional training.
3—Moderately skilled—Has performed job during training program; limited additional training may be required.
2—Limited skill—Has performed job during training program; additional training is required to develop skill.
1—Unskilled—Is familiar with process, but is unable to perform job.

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.

TYPE SELECTION
UNIT IV

WRITTEN TEST

Name ________________________________ Score ____________________

1. Match terms associated with type selection to their correct definitions. Write the numbers on the blanks provided.

_____a. Shape and proportion of a character in a typeface; character has no specific size or resolution

_____b. Type 12 points in size or smaller

_____c. Character that has a specific style, point size, and resolution

_____d. Unit of measure equal to 12 points, or $\frac{1}{6}$ inch

_____e. Type 14 points in size or larger

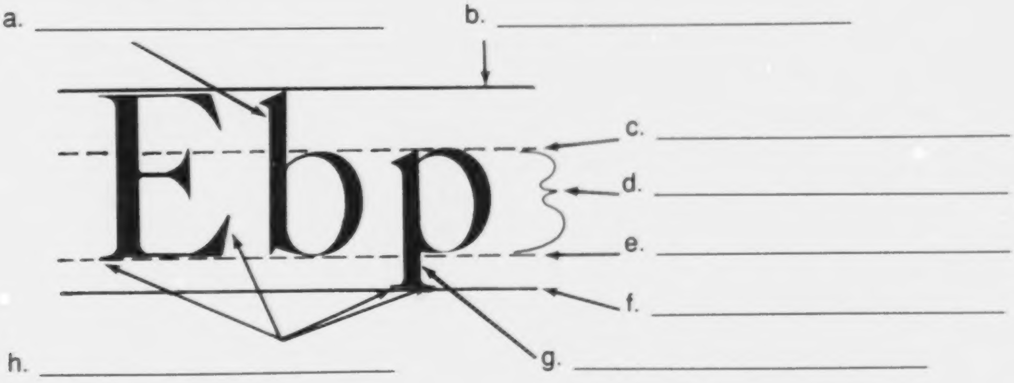
_____f. Unit of measure equal to $\frac{1}{72}$ inch

1. Body type
2. Display type
3. Bitmap character
4. Pica
5. Point
6. Typeface outline

2. Identify basic parts of the type characters shown in the illustration below. Write your answers on the blanks provided.

Body
Waist line
Base line
Ascender

Descender
Serifs
Ascender line
Descender line



WRITTEN TEST

3. Match basic type measurements to their correct definitions. Write the correct numbers on the blanks provided.

_____a. Measure—in points—of distance between ascender line and descender line of type character

_____b. Measure—in points—of distance between base lines of two lines of type

_____c. Measure—in picas—of distance between beginning and ending of type line

1. Type size
2. Line length
3. Leading

4. Distinguish among the definitions of the terms *typeface, type style,* and *font*. Write a "TF" on the blank before the definition of *typeface*, a "TS" before the definition of *type style*, and an "F" before the definition of *font*.

_____a. Type modification, such as condensed, italics, boldface, or bold italics, that creates a distinctive difference from normal type

_____b. Form and shape of a group of letters and numbers

_____c. Complete set of type of a particular face and size

5. Match typeface classifications to their correct characteristics. Write the numbers on the blanks provided.

_____a. Characters are usually ornamental

_____b. Characters look like handwriting or hand-lettering

_____c. Characters vary in thickness and have serifs at terminals of ascenders and descenders

_____d. Characters are uniform in thickness and do not have serifs

1. Serif
2. Sans serif
3. Script
4. Decorative

6. Match type adjustments commonly required in DTP to their correct definitions. Write the numbers on the blanks provided. Definitions continue on the next page.

_____a. Increasing or decreasing space between lines of type to improve legibility or to vertically fill page of type

_____b. Increasing or decreasing space between individual character pairs in a line of type

_____c. Increasing or decreasing space between words

1. Leading
2. Kerning
3. Word spacing
4. Letter spacing

WRITTEN TEST

_____d. Increasing or decreasing space between characters

7. Complete statements concerning font characteristics. Circle the word(s) that best completes the following statements.

   a. A font usually includes (**both upper- and lower-case** or **only upper-case**) alphabet letters.

   b. A font usually includes (**numbers and punctuation marks** or **small upper-case alphabet letters and italics**).

   c. A font may not include (**boldface characters** or **punctuation marks and accents**).

   d. A font may include several (**numbers sets** or **symbol sets**).

8. Match types of font formats to their correct definitions. Write the numbers on the blanks provided.

_____a. Pre-generated, pre-sized fonts stored on diskettes, transferred from diskettes to computer's hard drive, and then downloaded to printer's memory; fonts are usually selected in word-processing or page-layout software

_____b. Fonts stored on printer's permanent memory and selected on printer's control panel or in word-processing or page-layout software

_____c. Fonts stored on ROM in cartridges that are inserted into laser printer and selected on printer's control panel or in word-processing or page-layout software

1. Resident fonts
2. Hard fonts
3. Soft-font diskettes

TYPE SELECTION
UNIT IV

WRITTEN TEST ANSWERS

1. a. 6
   b. 1
   c. 3
   d. 4
   e. 2
   f. 5

2. a. Ascender
   b. Ascender line
   c. Waist line
   d. Body
   e. Base line
   f. Descender line
   g. Descender
   h. Serifs

3. a. 1
   b. 3
   c. 2

4. a. TS
   b. TF
   c. F

5. a. 4
   b. 3
   c. 1
   d. 2

6. a. 1
   b. 2
   c. 3
   d. 4

7. a. Both upper- and lower-case
   b. Numbers and punctuation marks
   c. Boldface characters
   d. Symbol sets

8. a. 3
   b. 1
   c. 2

DOCUMENT DESIGN
UNIT V

OBJECTIVE SHEET

UNIT OBJECTIVE

After completing this unit, the student should be able to identify and apply basic design principles in producing a document. The student will demonstrate these competencies by correctly completing the assignment sheets and job sheets and by scoring a minimum of 85 percent on the written test.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with document design to their correct definitions.
2. Discuss factors to consider when applying principles of document design.
3. State definitions of types of design elements.
4. Match types of graphic treatments to their correct definitions.
5. Match types of text treatments to their correct definitions.
6. Match types of graphic enhancements to their correct definitions.
7. Arrange in order the steps in the design process.
8. Evaluate the design of a magazine ad. (Assignment Sheet 1)
9. Design a single-page flyer. (Assignment Sheet 2)
10. Rescale graphics. (Job Sheet 1)
11. Create a computer-generated grid. (Job Sheet 2)
12. Create a single-page flyer. (Job Sheet 3)

DOCUMENT DESIGN
UNIT V

SUGGESTED ACTIVITIES

Instructional plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Obtain items to supplement instruction of this unit.

    - Collect examples of appropriate and inappropriate design.

    - Collect samples of a design that show it in the various stages of the design process: thumbnail sketches, rough layouts, completed DTP product.

    - Create some designs utilizing design principles taught in this unit.

    - Collect samples of spot color used in printed material.

    - Collect samples of magazine articles to be used with Assignment Sheet 1.

3. Invite resource persons to make class presentations.

    - Plan a visit to a commercial art department or advertising agency to observe design principles being utilized.

    - Invite an art director, graphic designer, or art teacher to class to discuss art, color, and principles of design.

4. Provide students with objective sheet.

5. Discuss unit and specific objectives.

6. Provide students with the information sheet and Student Supplements 1 through 5.

7. Discuss the information sheet and the student supplements.

8. Provide students with Job Sheet 1, "Rescale Graphics," and Student Supplement 6, which includes graphics to be rescaled.

9. Discuss Job Sheet 1 and demonstrate the procedures outlined in the job sheet.

10. Have students complete Job Sheet 1.

11. Provide students with Job Sheet 2, "Create a Computer-Generated Grid."

12. Discuss Job Sheet 2 and demonstrate the procedures outlined in the job sheet.

13. Have students complete Job Sheet 2.

14. Provide students with Assignment Sheet 1, "Evaluate the Design of a Magazine Ad."

SUGGESTED ACTIVITIES

15. Discuss and then have students complete Assignment Sheet 1.
16. Provide students with Assignment Sheet 2, "Design a Single-Page Flyer," and Student Supplement 7.
17. Discuss and then have students complete Assignment Sheet 2.
18. Provide students with Job Sheet 3, "Create a Single-Page Flyer."
19. Discuss Job Sheet 3 and demonstrate the procedures outlined in the job sheet.
20. Have students complete Job Sheet 3.
21. Give written test.
22. Compile assignment-sheet scores, job-sheet ratings, and written-test score.
23. Reteach and retest as required.

Teaching suggestions

1. Have students collect examples of print media that use design elements appropriately.
2. Meet individually with students to evaluate their progress through this unit of instruction, and indicate to them possible areas for improvement.

References used in developing this unit

1. *The Apple Guide to Desktop Publishing.* Cupertino, CA: Apple Computer, Inc., Desktop Media Collection, Summer 1989.
2. *Graphic Arts: Orientation, Composition, and Paste-Up.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, Inc., 1990.
3. Houp, Kenneth W., and Thomas E. Persall. *Reporting Technical Information*, 3rd ed. Encino, CA: Glencoe Publishing Co., Inc., 1977.
4. *Introduction to Microcomputer Applications*: Stillwater, OK: Mid-America Vocational Curriculum Consortium, Inc., 1984.
5. Parker, Roger C. *Looking Good in Print: A Guide to Basic Design for Desktop Publishing.* Chapel Hill, NC: Ventana Press, 1988.

DOCUMENT DESIGN
UNIT V

INFORMATION SHEET

1. **Terms and definitions associated with document design**

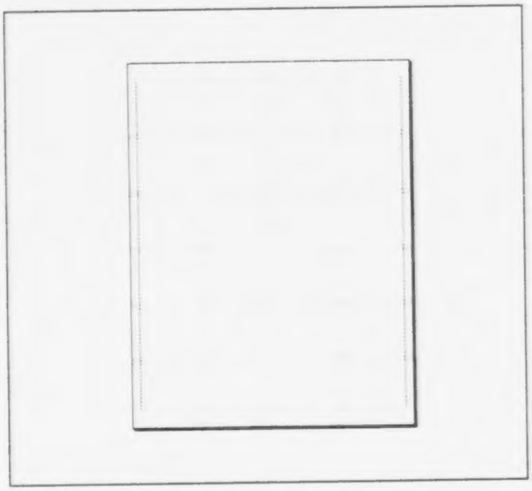
   a. Body type—Type 12 points in size or smaller

   b. Display type—Type 14 points in size or larger

   c. Grid (Figure 1)—Nonprinting guidelines used to help you lay out page-design elements consistently

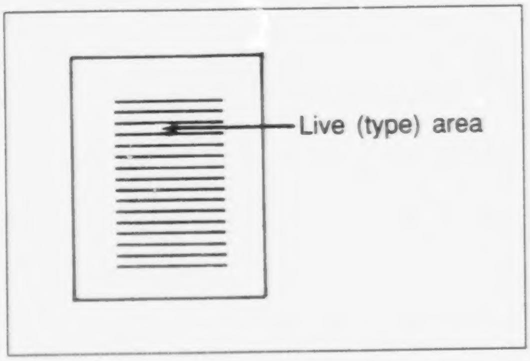
   NOTE: Grids are used to determine the horizontal placement of columns and the vertical placement of headlines, body copy, and graphics.

FIGURE 1



   d. Live area (Figure 2)—Area of document page where type and graphics appear

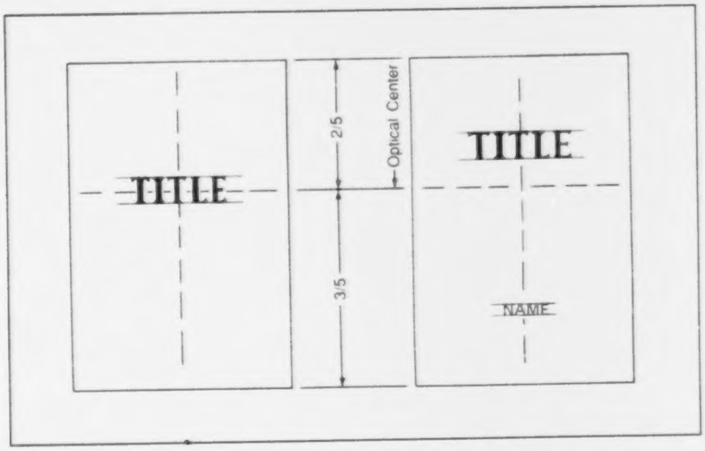
FIGURE 2



e. **Optical center**—Point at which a reader's eye naturally rests when it first encounters a printed page

NOTE: The optical center of a design is not a true mathematical center of a page, but rather ⅖ of the way down a page that has been divided into five equal parts. See Figure 3. Important design elements are placed at or above the optical center of a page for an aesthetically pleasing design.

FIGURE 3



2. **Principles of document design and factors to consider when applying them**

NOTE: The design principles discussed below are not listed in order of importance. They are considered *interactive*—each principle should support the other.

a. **Purpose**—Determine the document's purpose and the relative importance of the information you want to communicate

b. **Coherence**—Strive for integration of the design elements you use so that the document's appearance is coherent with its purpose

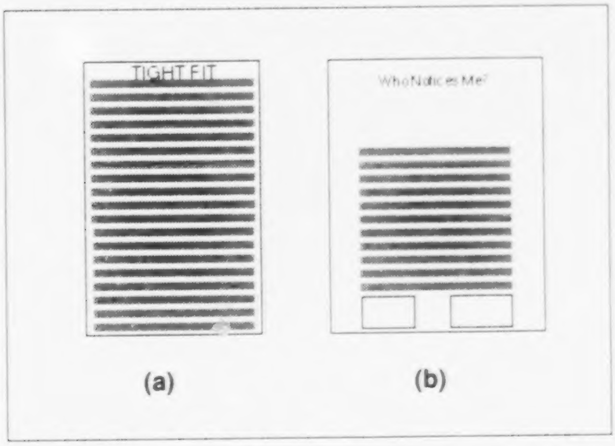
NOTE: The success of a design depends on how well each design element relates to the other elements in the design. To create a coherent document design, you must judge the appropriateness of each design element as it relates to the other elements and to the document's purpose.

c. **Proportion** (Student Supplement 1)—Determine size of all design elements in relation to their importance

NOTE: There are no absolutes concerning appropriate proportion in document design. Visualization of a design is important in determining the appropriateness of each design element in the document. For example in Figure 4-a, it is easy to see that the large headline cramped into a small space looks out of proportion, and likewise, does the small headline placed in a large space. See Figure 4-b.

INFORMATION SHEET

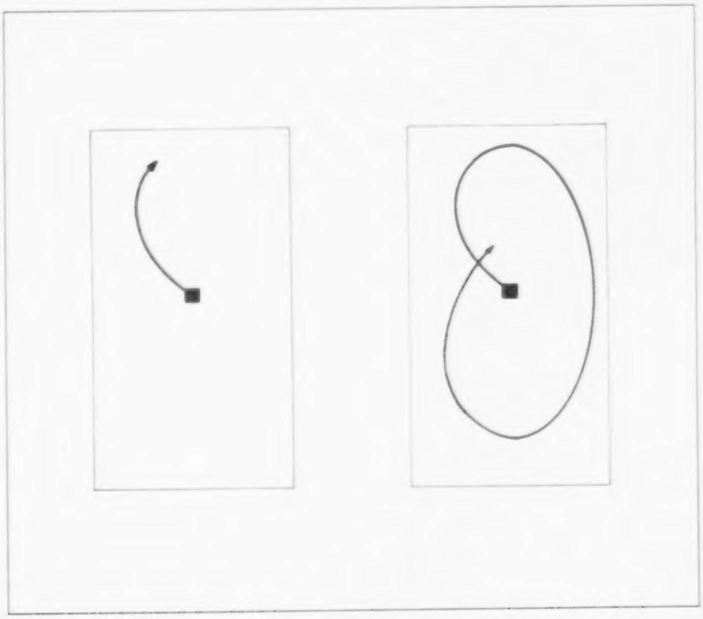
FIGURE 4: Improper proportion



d. **Direction** (sequence, movement)—Determine a logical directional pattern for reader's eye movement as he or she reads the document

NOTE: The design elements you use should guide your reader's eye from point to point in the document, usually following a pattern that begins at the optical center of the design and continues in a clockwise direction to the upper left and around to the lower right. See Figure 5 and Student Supplement 2.

FIGURE 5



INFORMATION SHEET

e. **Unity** (Figure 6)—Assemble the various design elements so that they fit together as a harmonious unit

NOTE: In document design, you must create a harmonious unit from a series of individual design elements. A design has unity when the elements appear to be related and held together by a single theme. When design elements are not unified, they appear randomly placed and disjointed. Figure 7-a shows an example of a disjointed arrangement, while in Figure 7-b, the same elements have been placed so that they seem unified.

FIGURE 6: Unified elements

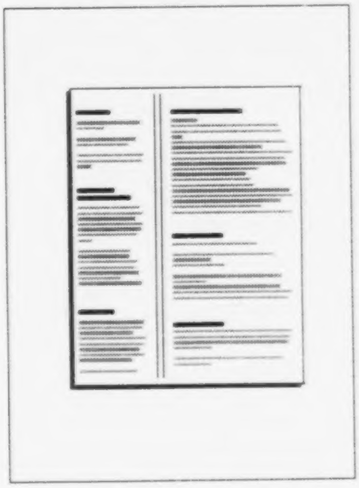
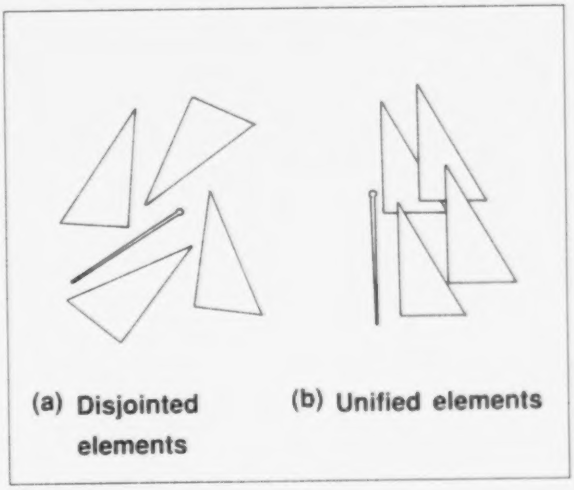


FIGURE 7



(a) Disjointed elements **(b) Unified elements**

f. **Discipline**—Apply design elements in moderation

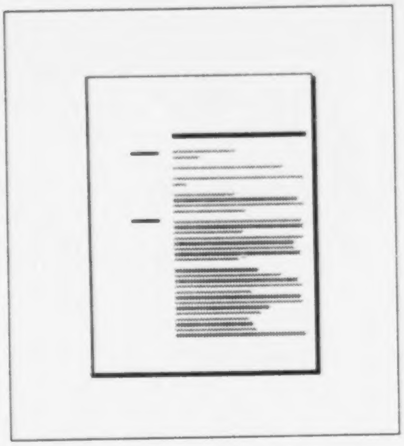
NOTE: Discipline may be the most difficult design principle to apply. With DTP, you have a tremendous amount of design features at your fingertips, making it easy to get carried away by using too many of them in one document. Remember, the adage "simple is better" certainly applies to DTP document design.

g. **Contrast** (see Figure 8)—Decide whether the document's purpose dictates that its design maintain either high or low contrast

NOTE: *Contrast* refers to the relative amount of space devoted to text, graphics, and white space. Depending upon the purpose of your document, you can create designs of either high or low contrast. For example, advertisements tend to have high contrast—the document design has definite light and dark areas with lots of white space and illustrations. However, business reports tend to have low contrast—there are more dark areas or blocks created with type and less white space used throughout these documents. See Student Supplement 3.

INFORMATION SHEET

FIGURE 8: Good use of contrast



3. **Types of design elements and their definitions**

   a. **Graphic treatments**—Design elements used to visually guide reader's eye from one point to another in document

      EXAMPLES: Grids, borders, margins, rules, columns

   b. **Text treatments**—Design elements used to organize text so that reader can locate information easily

      EXAMPLES: Headlines, subheads, captions, headers, footers, symbols, jumplines

4. **Types of graphic treatments and their definitions**

   a. **Margins** (see Figure 9)—White space between border and live area of document page

      NOTE: The following are good rules of thumb for determining margin sizes.

      - The more white space provided in the margin, the lighter the appearance (higher the contrast) of the document page. See Figure 10-a.
      - The narrower the margin, the darker the appearance (lower the contrast) of the document page. See Figure 10-b.
      - Bottom margins are usually larger than top margins; outside margins are usually equal to or slightly larger than top margins.
      - Smaller inside margins are usually used for facing pages, since they combine to create a gutter of additional white space.

INFORMATION SHEET

FIGURE 9

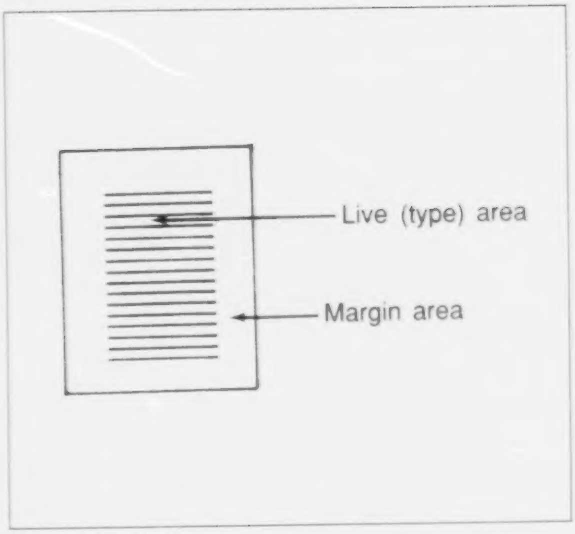
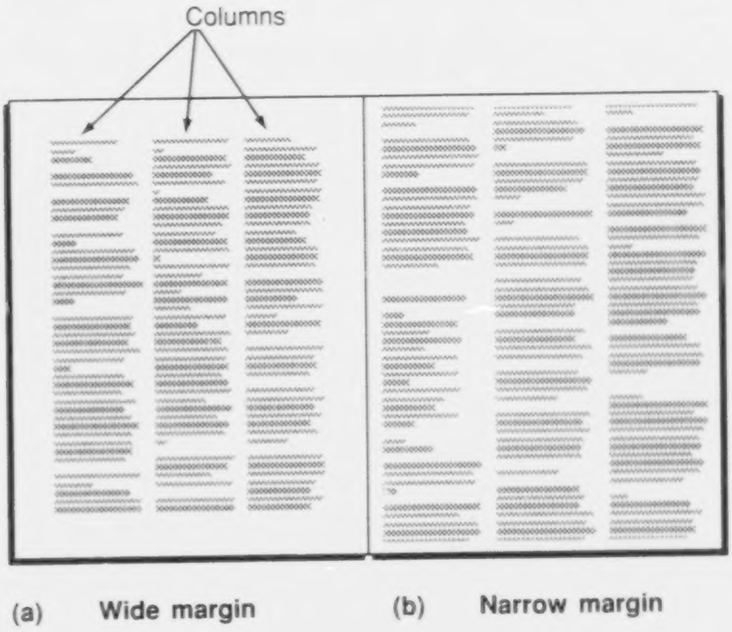

Live (type) area
Margin area

FIGURE 10


Columns
(a) Wide margin
(b) Narrow margin

INFORMATION SHEET

b. **Columns** (see Figure 10)—Invisible lines created by placement and width of lines in text blocks

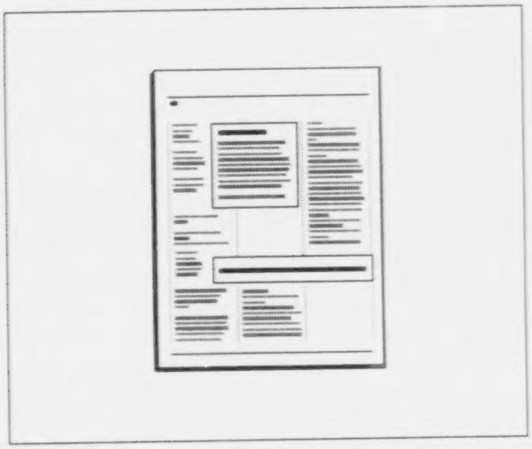
NOTE: Columns greatly influence the contrast of a document page. Closely spaced columns tend to create low-contrast pages. Widely spaced columns create more contrast as one column is clearly separated from another by white space. As a general rule, column width is determined by the type size used.

c. **Rules** (Figure 11 and Student Supplement 4)—Printed horizontal or vertical lines or boxes used to separate one part of a document from another

NOTE: The following guidelines are often followed when rules are being considered as design elements.

- Vertical rules are often used to separate columns of type.
- Horizontal rules are often used to separate items within a column, such as to divide subheads from blocks of text.
- Thin rules are more appropriate for publications with a lot of copy.
- Thick rules are most effective when set off by white space.
- Boxes are used to enclose or set off information such as self-contained articles that relate to longer feature articles or to set off addresses and phone numbers.

FIGURE 11

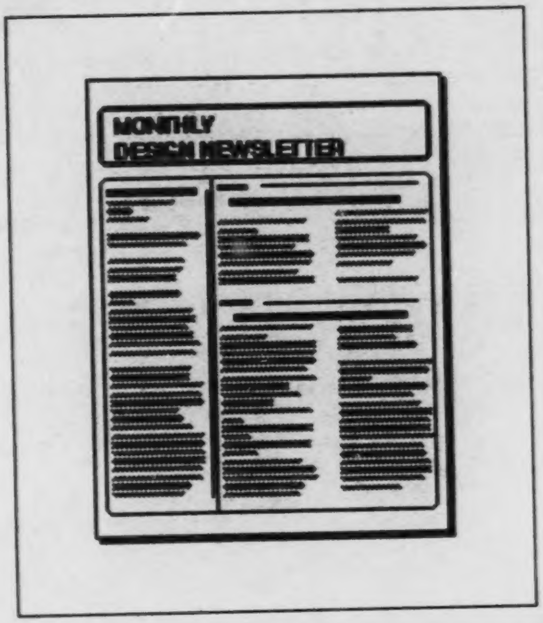


d. **Borders**—Printed or visual lines used to define page outline

NOTE: Printed borders are lines that outline the document page. Visual borders are created by the edges of columns of text or graphics. See Figure 12 and Student Supplement 5.

INFORMATION SHEET

FIGURE 12



5. Types of text treatments and their definitions

a. **Alignment** (see Figure 13)—Arrangement of text flush left, flush right, centered, or justified

NOTE: The following guidelines are given in relation to the possible uses for text alignment as a design element.

- Ragged-right type set flush left is generally considered easier to read than justified type. Use ragged-right type for an informal, open style created by minimal hyphenation and line endings followed by extra white space.
- Justified type usually requires more hyphenation than ragged-right type, and therefore, is considered more difficult to read. However, justified type is often used in documents requiring the formal style created by lines of equal length with beginning and ending words of successive lines vertically aligned.
- Flush right, ragged-left type is hard to read. Use flush-right, ragged-left type sparingly or only for brief captions or subheads.
- Centered type is often used for headlines but is rarely used for body copy.

INFORMATION SHEET

FIGURE 13

a;ld siuf jf jkl;l. souiufj a; diu;llekeoc. kjekr,ppcoi jem; psi. mz c;lka foie,. mrmme pioarj., fpoiuc.a dj;lk opi uv; piouel fu pioelkn npiue poiue kjipu jpoiu. lupiou. upioiu dferaa. fuopeie. oiusdr uio ui sdoiuw

Professional
Experience

Ragged right—flush left

Flush right

a;ld siuf jf jkl;l. souiufj a; diu;llekeoc. kjekr,ppcoijem; psi. mz c;lka foie,. mrmme pioarj., fpoiuc.adj;lk opi uv; piouel fu pioelkn npiue poiue kjipujpoiu. lupiou. upioiu dferaa. fuopeie. oiusdr uio uisdoiuw

China Opens Trade Doors
To Western Countries

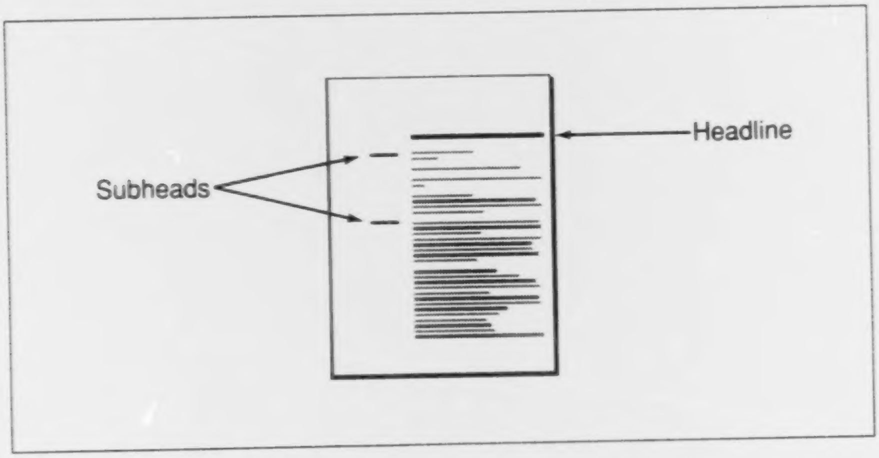
Justified

Centered

b. **Headlines** (Figure 14)—Display type over a story or article within a document

NOTE: Headlines should be as short as possible so that their meaning can be understood quickly, and they should be clearly differentiated from body copy through the use of a visual cue such as a contrasting typeface or the same typeface in a larger size or heavier weight.

FIGURE 14



c. **Subheads** (see Figure 14)—Short headlines inside articles or stories within a document

NOTE: Subheads provide transition between headlines and the body copy of an article or story. They should be set off from the body copy by a visual cue such as their placement, typeface, size, or alignment, but whichever visual cue is selected for the subheads, it should be used consistently throughout a document.

INFORMATION SHEET

d. **Captions**—Text accompanying graphics

NOTE: Captions can be placed to the right of the graphic they describe, or above or below the graphic. (See the caption with Figure 8 in this information sheet.) Again, whichever caption placement is used, it should be used the same way throughout a document.

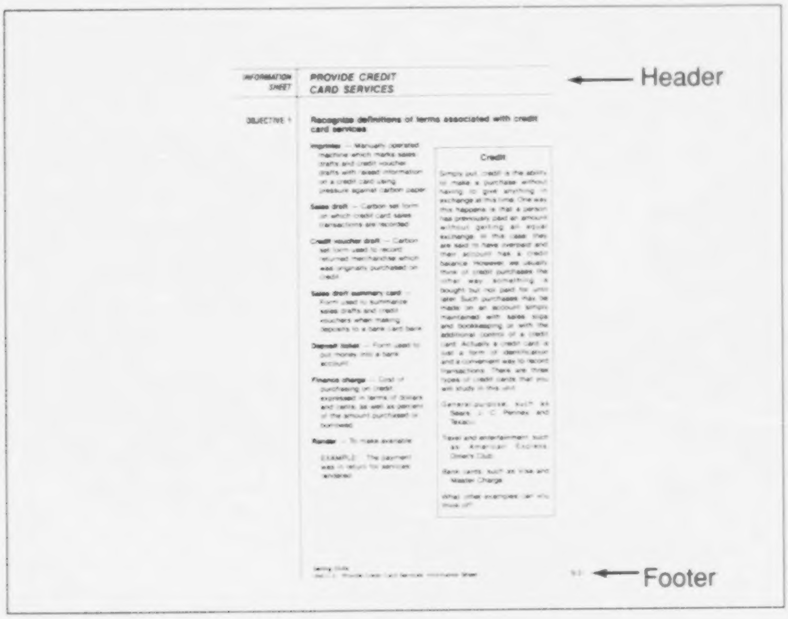
e. **Headers**—Information placed at top of document page

NOTE: Publication title, chapter titles, and section titles are types of information often presented in headers. See Figure 15.

f. **Footers**—Information placed at bottom of document page

NOTE: Page numbers frequently appear in footers. See Figure 15.

FIGURE 15



INFORMATION SHEET

PROVIDE CREDIT CARD SERVICES

Credit

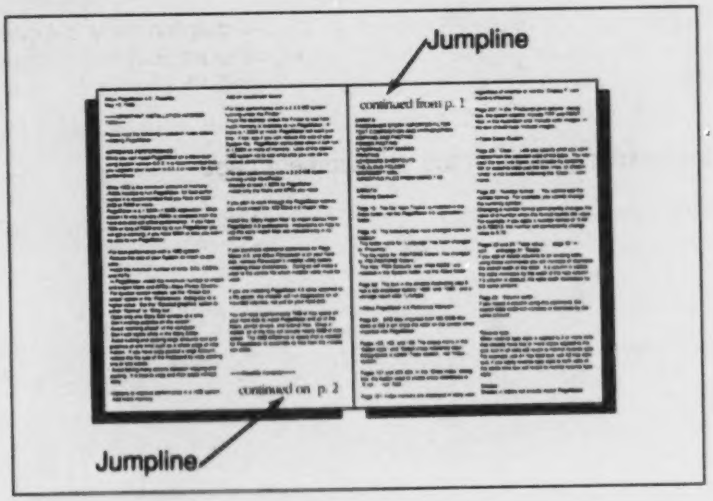
g. **Symbols**—Asterisks, bullets, and numbers used to organize ideas in lists

NOTE: Asterisks and bullets are used when all the items in a list are equally important. (See the bullets used to organize the notes in the items on rules and alignment in the text sections above.) Letters or numbers are used to show a priority of importance for the items in a list.

h. **Jumplines** (see Figure 16)—Information used to tell the reader when an article is continued from one page to another

INFORMATION SHEET

FIGURE 16

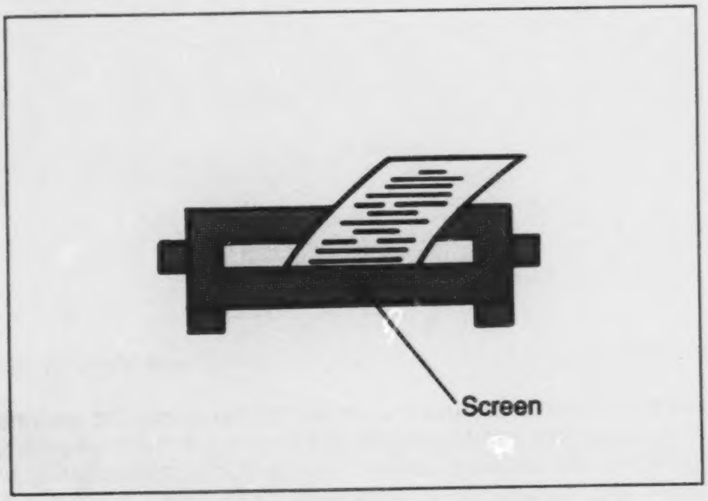

Jumpline
continued from p. 1
continued on p. 2
Jumpline

6. **Types of graphic enhancements and their definitions**

   a. **Electronic clip art**—Pre-produced electronic artwork (pictures)

   b. **Screens** (Figure 17)—Dot patterns in graduated shades of gray

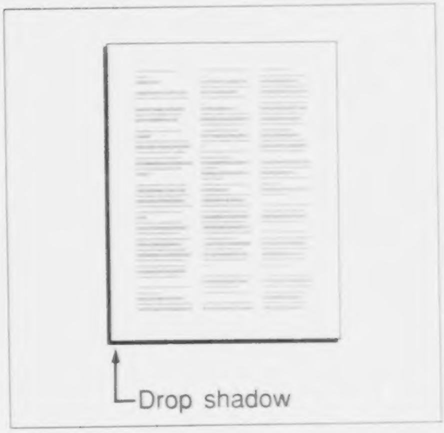
FIGURE 17



   c. **Spot color**—Color used at specific points to attract the reader's attention

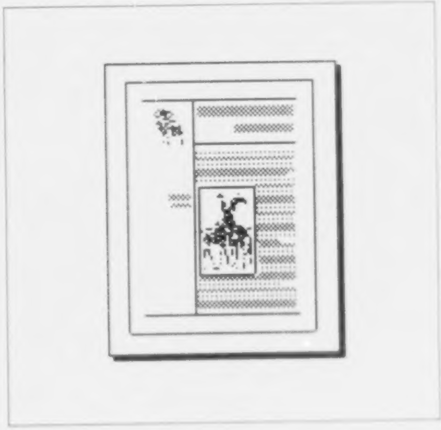
   d. **Drop shadows** (see Figure 18)—Gray or black shading added to photos or graphics to give a three-dimensional effect

FIGURE 18



e. **Text wrap** (Figure 19)—Text with irregular line lengths used to indicate how a graphic relates to a particular section of text

FIGURE 19



7. **Steps in the design process**

NOTE: People design documents—computers don't. Follow the design process outlined below to develop quality document designs.

1. Define the project—its purpose and its audience

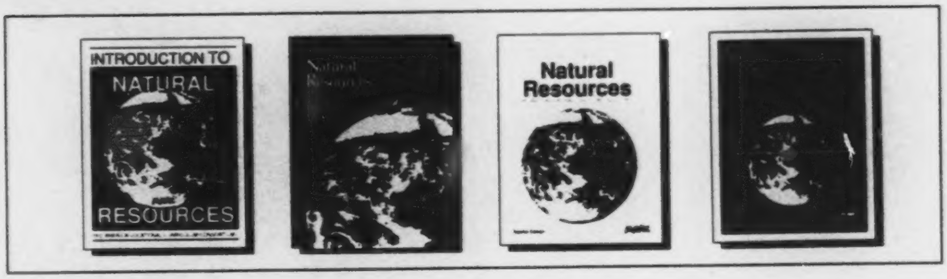
NOTE: Determine the document's purpose and the overall message you are trying to achieve. Develop an idea of the different graphic elements that will be involved in creating this overall message, and then decide an order of importance for those various elements.

INFORMATION SHEET

2. Create thumbnail sketches (thumbnails)

   NOTE: A *thumbnail sketch* is a small, quick pencil drawing done on paper or computer. Thumbnails (see Figure 20) should be used to develop and reject ideas as necessary before moving on in the design process. To save time possibly spent in retrying the same design idea several times during this design process, it is a good idea to make notes to yourself about why you rejected a certain design.

FIGURE 20



3. Create rough layout

   NOTE: A *rough layout* is a rough mockup of a document laid out on a grid at actual document size. Rough layouts are used to further develop designs you have selected during the second step of the design process. Experienced DTP operators prepare rough layouts on the computer, but others prefer to develop a pencil drawing on paper. Use the method that is most efficient for you.

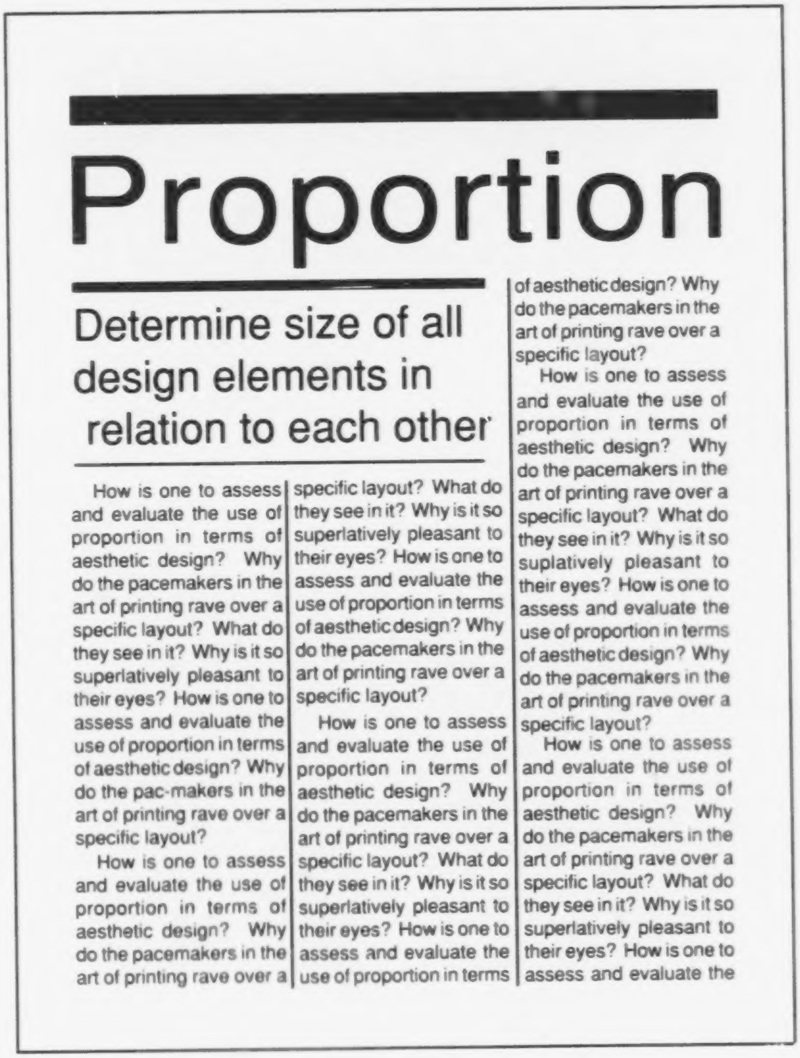
4. Prepare computer-generated draft at actual size

5. Proof, edit, and revise computer-generated draft as necessary

6. Print final camera-ready copy

DOCUMENT DESIGN
UNIT V

STUDENT SUPPLEMENT 1—EFFECTIVE USE OF PROPORTION



Proportion

Determine size of all design elements in relation to each other

How is one to assess and evaluate the use of proportion in terms of aesthetic design? Why do the pacemakers in the art of printing rave over a specific layout? What do they see in it? Why is it so superlatively pleasant to their eyes? How is one to assess and evaluate the use of proportion in terms of aesthetic design? Why do the pac-makers in the art of printing rave over a specific layout?

How is one to assess and evaluate the use of proportion in terms of aesthetic design? Why do the pacemakers in the art of printing rave over a specific layout? What do they see in it? Why is it so superlatively pleasant to their eyes? How is one to assess and evaluate the use of proportion in terms of aesthetic design? Why do the pacemakers in the art of printing rave over a specific layout?

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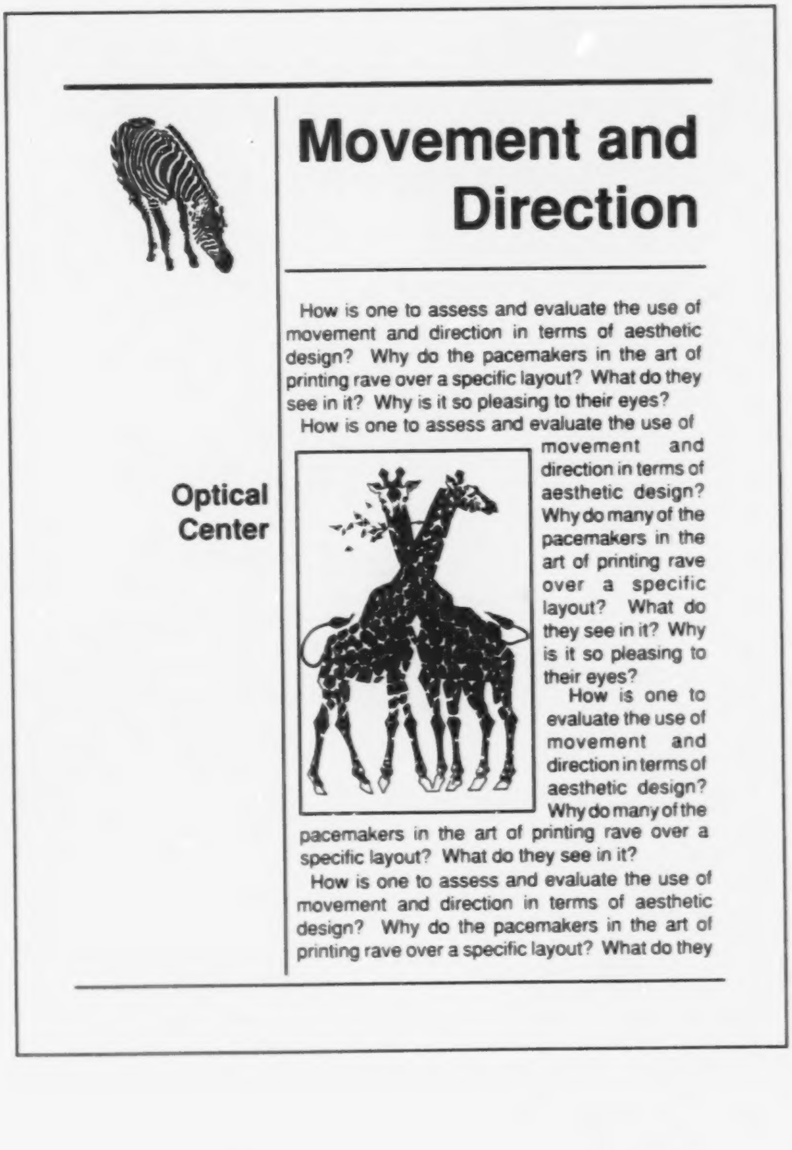
DOCUMENT DESIGN
UNIT V

STUDENT SUPPLEMENT 2—EFFECTIVE USE OF DIRECTION (MOVEMENT)



Movement and Direction

Optical Center

How is one to assess and evaluate the use of movement and direction in terms of aesthetic design? Why do the pacemakers in the art of printing rave over a specific layout? What do they see in it? Why is it so pleasing to their eyes?

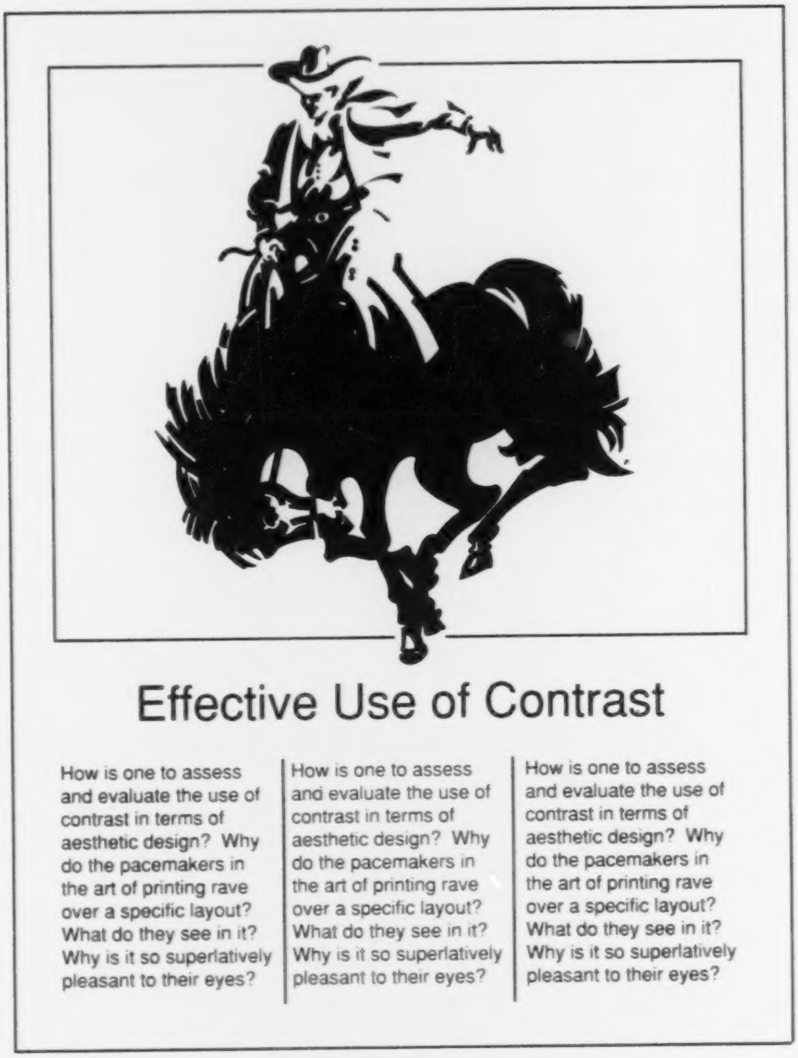
How is one to assess and evaluate the use of movement and direction in terms of aesthetic design? Why do many of the pacemakers in the art of printing rave over a specific layout? What do they see in it? Why is it so pleasing to their eyes?

How is one to evaluate the use of movement and direction in terms of aesthetic design? Why do many of the pacemakers in the art of printing rave over a specific layout? What do they see in it?

How is one to assess and evaluate the use of movement and direction in terms of aesthetic design? Why do the pacemakers in the art of printing rave over a specific layout? What do they

DOCUMENT DESIGN
UNIT V

STUDENT SUPPLEMENT 3—EFFECTIVE USE OF CONTRAST



Effective Use of Contrast

How is one to assess and evaluate the use of contrast in terms of aesthetic design? Why do the pacemakers in the art of printing rave over a specific layout? What do they see in it? Why is it so superlatively pleasant to their eyes?

How is one to assess and evaluate the use of contrast in terms of aesthetic design? Why do the pacemakers in the art of printing rave over a specific layout? What do they see in it? Why is it so superlatively pleasant to their eyes?

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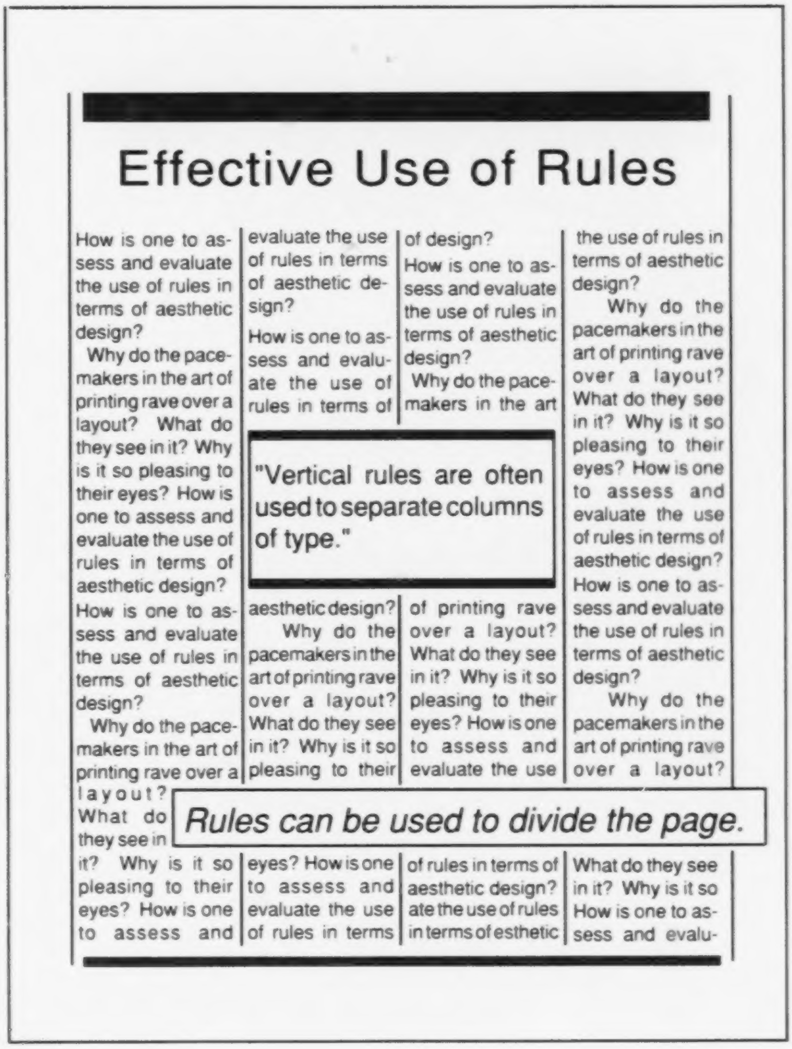
DOCUMENT DESIGN
UNIT V

STUDENT SUPPLEMENT 4—EFFECTIVE USE OF RULES



Effective Use of Rules

How is one to assess and evaluate the use of rules in terms of aesthetic design?

Why do the pacemakers in the art of printing rave over a layout? What do they see in it? Why is it so pleasing to their eyes? How is one to assess and evaluate the use of rules in terms of aesthetic design? How is one to assess and evaluate the use of rules in terms of aesthetic design?

Why do the pacemakers in the art of printing rave over a layout? What do they see in it? Why is it so pleasing to their eyes? How is one to assess and evaluate the use of rules in terms of aesthetic design? How is one to assess and evaluate the use of rules in terms of aesthetic design?

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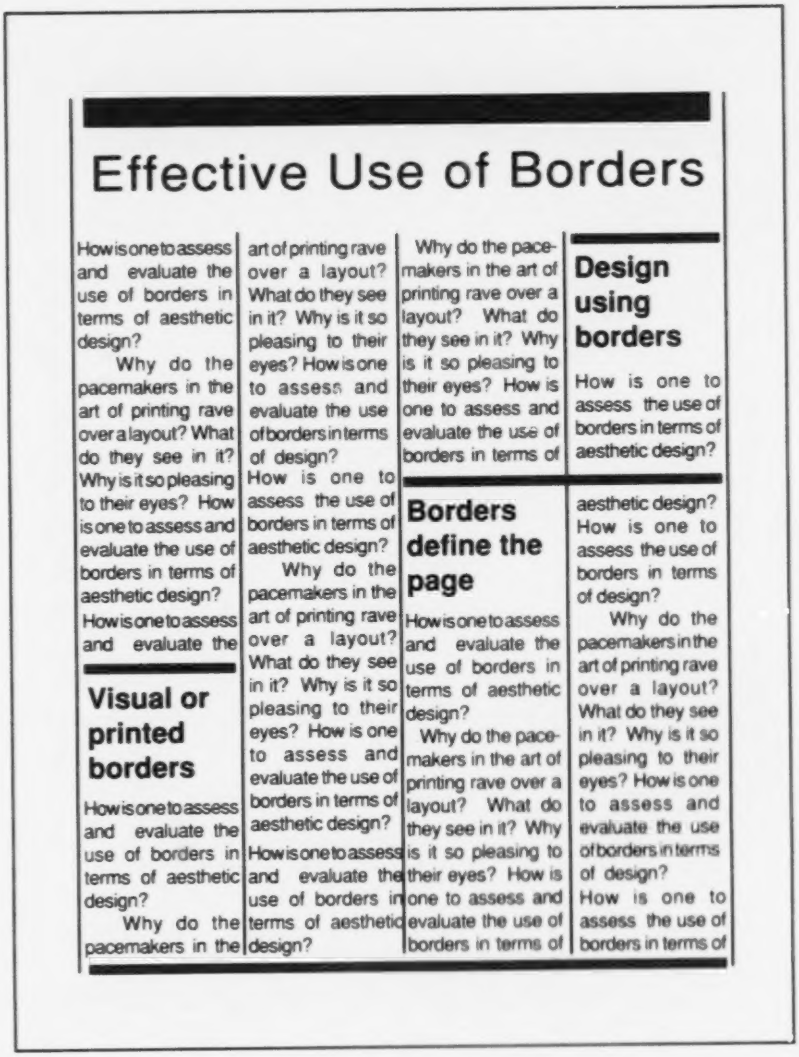
Why do the pacemakers in the art of printing rave over a layout? What do they see in it? Why is it so How is one to assess and evalu-

"Vertical rules are often used to separate columns of type."

Rules can be used to divide the page.

DOCUMENT DESIGN
UNIT V

STUDENT SUPPLEMENT 5—EFFECTIVE USE OF BORDERS



Effective Use of Borders

How is one to assess and evaluate the use of borders in terms of aesthetic design?

Why do the pacemakers in the art of printing rave over a layout? What do they see in it? Why is it so pleasing to their eyes? How is one to assess and evaluate the use of borders in terms of aesthetic design?

How is one to assess and evaluate the

Visual or printed borders

How is one to assess and evaluate the use of borders in terms of aesthetic design?

Why do the pacemakers in the art of printing rave over a layout? What do they see in it? Why is it so pleasing to their eyes? How is one to assess and evaluate the use of borders in terms of design?

How is one to assess the use of borders in terms of aesthetic design?

Why do the pacemakers in the art of printing rave over a layout? What do they see in it? Why is it so pleasing to their eyes? How is one to assess and evaluate the use of borders in terms of aesthetic design?

How is one to assess and evaluate the use of borders in terms of aesthetic design?

Why do the pacemakers in the art of printing rave over a layout? What do they see in it? Why is it so pleasing to their eyes? How is one to assess and evaluate the use of borders in terms of

Design using borders

How is one to assess the use of borders in terms of aesthetic design?

Borders define the page

How is one to assess and evaluate the use of borders in terms of aesthetic design?

Why do the pacemakers in the art of printing rave over a layout? What do they see in it? Why is it so pleasing to their eyes? How is one to assess and evaluate the use of borders in terms of aesthetic design? How is one to assess the use of borders in terms of design?

Why do the pacemakers in the art of printing rave over a layout? What do they see in it? Why is it so pleasing to their eyes? How is one to assess and evaluate the use of borders in terms of design?

How is one to assess the use of borders in terms of

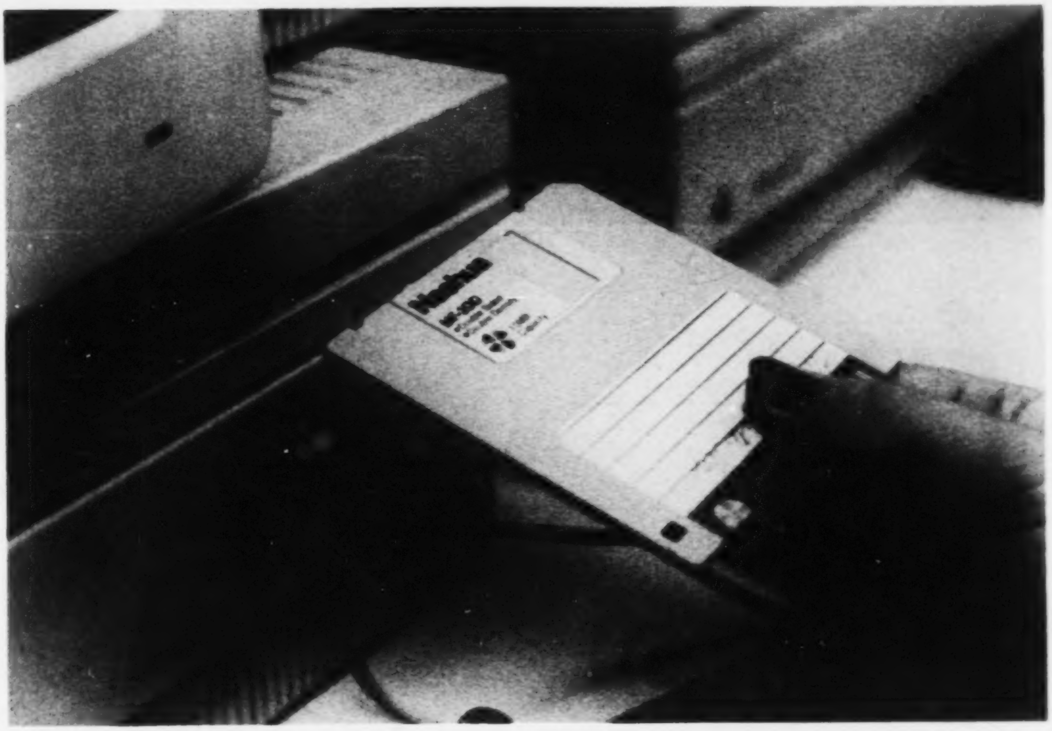
DOCUMENT DESIGN
UNIT V

STUDENT SUPPLEMENT 6—GRAPHICS TO BE RESCALED IN JOB SHEET 1

Name ____

Part A

Directions: Use the diagonal-line method to determine the size of graphic A below if it had to be reduced to fit a 2½-inch-wide space. Do your pencil drawing on the back of this page, and then write your answers on the blanks provided below the graphic.



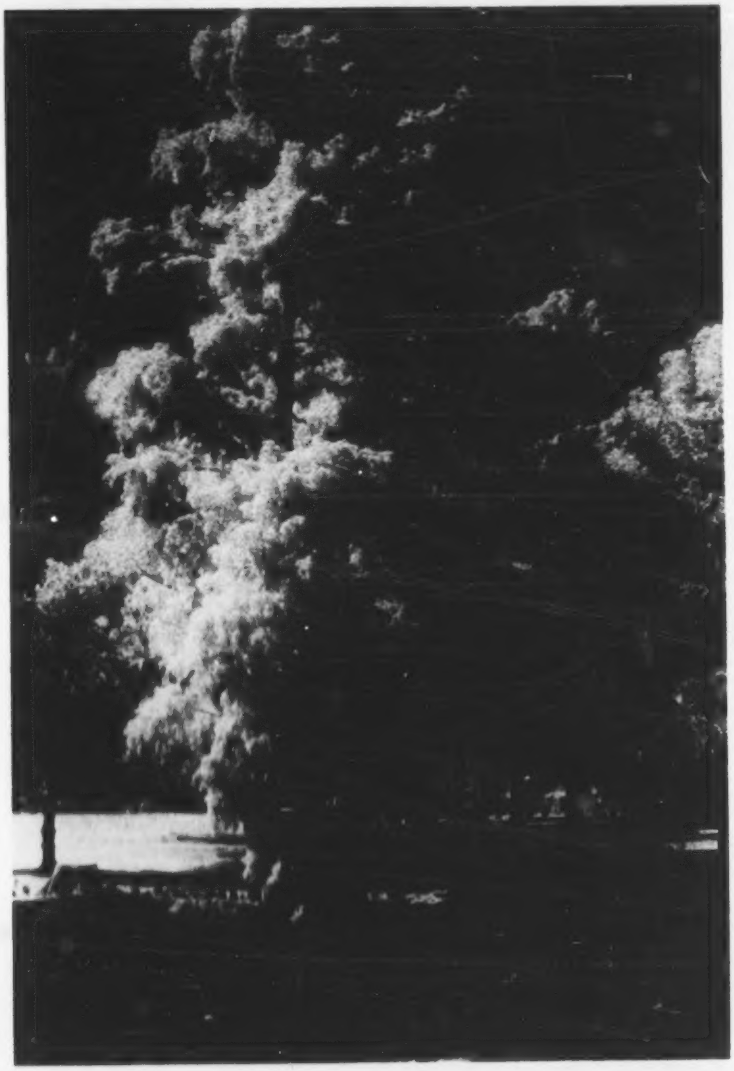
1. Original size of graphic A ______________________________

2. Reduced size of graphic A ______________________________

STUDENT SUPPLEMENT 6

Part B

Directions: Use the diagonal-line method to determine the size of graphic B below if it had to be enlarged to fit a 6½-inch-wide space. Do your pencil drawing on the back of this page, and then write your answers on the blanks provided below the graphic.



Courtesy of Tom Fields, Stillwater, OK.

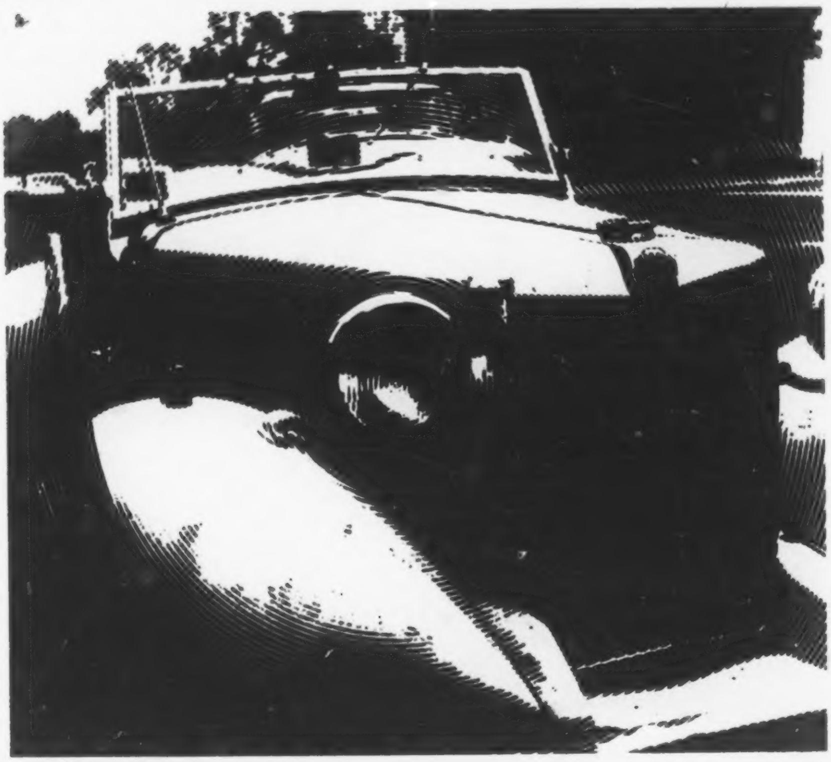
1. Original size of graphic B ______________________

2. Enlarged size of graphic B ______________________

STUDENT SUPPLEMENT 6

Part C

Directions: Use the proportional-scale method to determine the size of graphic C below if it had to be reduced to fit a 2-inch-wide space. Write your answers on the blanks provided below the graphic.



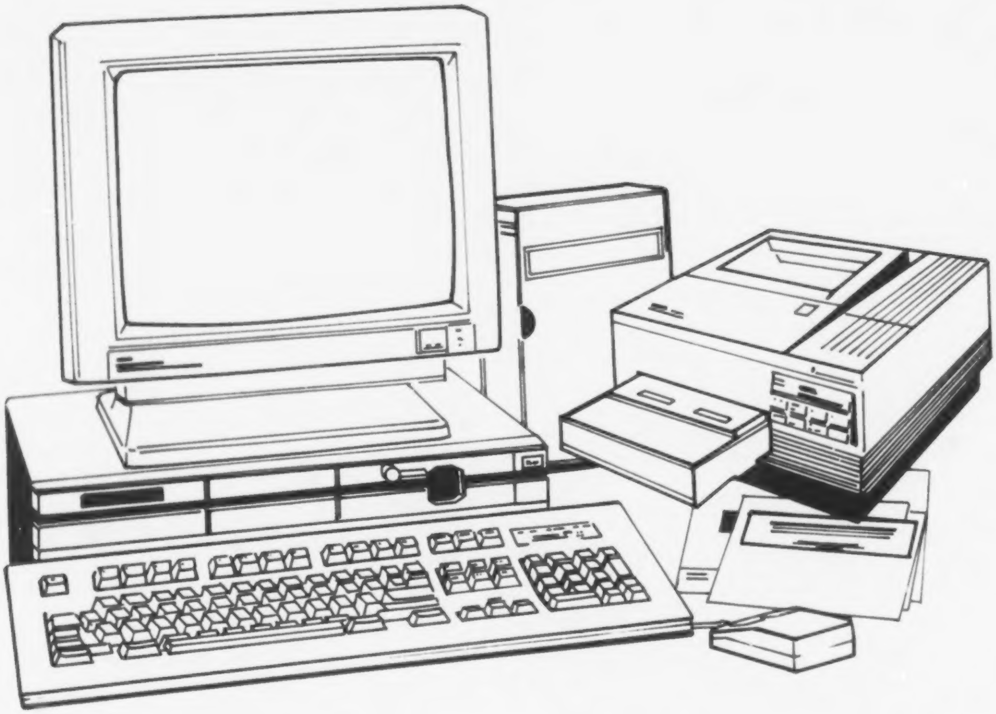
Courtesy of ByChrome Co., Columbus, OH.

1. Original size of graphic C ______________________________

2. Reduced size of graphic C ______________________________

DOCUMENT DESIGN
UNIT V

STUDENT SUPPLEMENT 7—GRAPHIC TO BE USED WITH ASSIGNMENT SHEET 2



DOCUMENT DESIGN
UNIT V

ASSIGNMENT SHEET 1—EVALUATE THE DESIGN OF A MAGAZINE AD

Name ______________________________ **Score** ____________________

Part A: Design evaluation

Directions: Select from a magazine a full-page ad having art, a headline, and body copy. On the blanks below, describe the ad's purpose and then evaluate the ad's design by writing brief statements about each of the design principles listed below.

1. Purpose ______________________________

2. Coherence ______________________________

3. Proportion ______________________________

4. Direction ______________________________

ASSIGNMENT SHEET 1

5. Unity ____

____

____

____

____

6. Discipline ____

____

____

____

____

7. Contrast ____

____

____

____

____

Part B: Thumbnails and rough layout

Directions: Complete the following steps in the order indicated below. Write a checkmark on the blank before each step as you complete it.

_____ 1. Using a pencil and tracing paper, trace the magazine ad you selected for part A of this assignment. Take care to suggest the size, shape, and tone of the art. Letter in the headline. Indicate body copy by ruling parallel lines.

_____ 2. Rearrange the elements in the ad you selected, not necessarily to improve the ad, but to see what other arrangements are possible. Do at least three thumbnails on 8½" x 11" white paper to explore alternative combinations. Be sure your thumbnails are kept in correct proportion.

_____ 3. Choose the thumbnail you like best from step 2, and do a rough layout of it on a grid.

_____ 4. Attach the original ad, your tracing of it, your thumbnails, and rough layout to this assignment sheet and submit the assignment to your instructor for evaluation.

DOCUMENT DESIGN
UNIT V

ASSIGNMENT SHEET 2—DESIGN A SINGLE-PAGE FLYER

Name ______________________________ Score ________________

Part A: Create thumbnail sketches

Directions: Use the information below to create at least three thumbnail sketches for the design of a single-page flyer. Attach your thumbnail sketches to this page of the assignment sheet when you submit the assignment to your instructor for evaluation.

Flyer information

NOTE: In creating your designs, be sure to consider the purpose of the flyer and the audience it will be directed to.

- You are creating a single-page flyer to be distributed to the participants of a workshop on desktop-publishing editing techniques. The participants have never used a desktop-publishing system.
- The flyer will be distributed to the participants during the workshop speaker's presentation.
- The flyer should contain the speaker's name, address, and telephone number.
- Use the text from the file you created in Unit IV, Job Sheet 1, as the body copy for the flyer. Create appropriate headers and subheads for this text.
- The flyer must contain the graphic illustration given in Student Supplement 7, although the illustration may be enlarged or reduced as you decide.

Part B: Complete a rough layout for flyer design

Directions: Using a computer-generated grid, complete a rough layout of one of the thumbnail sketches you completed in part A of this assignment. Attach your rough layout to this sheet when you submit it to your instructor for evaluation.

Part C: Complete specifications sheet for flyer design

Directions: Fill in the project-specifications sheet on the next page with the specifications you estimate will be required for creating a computer-generated rough layout of the of the sketches you completed in part A of this assignment.

ASSIGNMENT SHEET 2

Project-specifications sheet

---

1. Page size ______________________________

2. Margins and type area

   Margin sizes: Top ________ Bottom ________ Inside ________ Outside ________

   Size of type area ______________________________

3. Borders: None __________ Location __________ Size __________

4. Rules: Size __________

5. Column size: Number of columns __________ Equal or unequal sizes __________

6. Type size: Heads __________ Subheads __________ Body copy __________

7. Type alignment: Ragged-right, flush left __________ Justified __________

   Flush right __________ Centered __________

8. Headers: None __________ Location __________

9. Footers: None __________ Location __________

10. Paragraph divisions: Space between paragraphs __________ Tabs __________

11. Graphics: Size __________ 100% __________

    Enlarged __________ Reduced __________

12. Text wrap-around: None __________ Amount set away from graphic __________

DOCUMENT DESIGN
UNIT V

ASSIGNMENT SHEET ANSWERS

Assignment Sheet 1

Evaluated to the satisfaction of the instructor

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

DOCUMENT DESIGN
UNIT V

JOB SHEET 1—RESCALE GRAPHICS

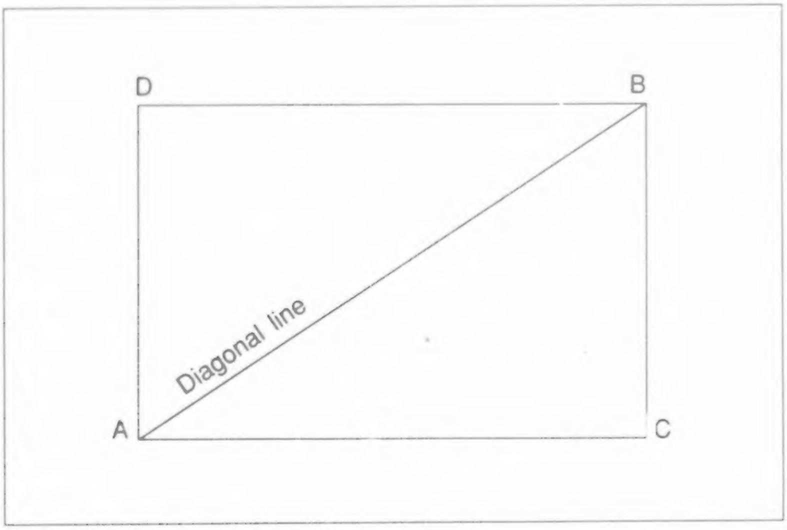
A. **Equipment and materials**

- Pencil
- Ruler
- Proportional scale
- Student Supplement 6

B. **Procedure for reducing graphics using diagonal-line method**

1. Measure graphic shown in part A of Student Supplement 6
2. On back of page labeled "Part A" of the student supplement, use pencil and ruler to draw a rectangle the same size as that of original graphic
3. Label bottom-left corner of hand-drawn rectangle point A., and the upper-right corner point B; label bottom-right corner point C, and the upper-left corner point D (see Figure 1)
4. Using pencil and ruler, draw a diagonal line from point A to point B, as shown in Figure 1 below

FIGURE 1

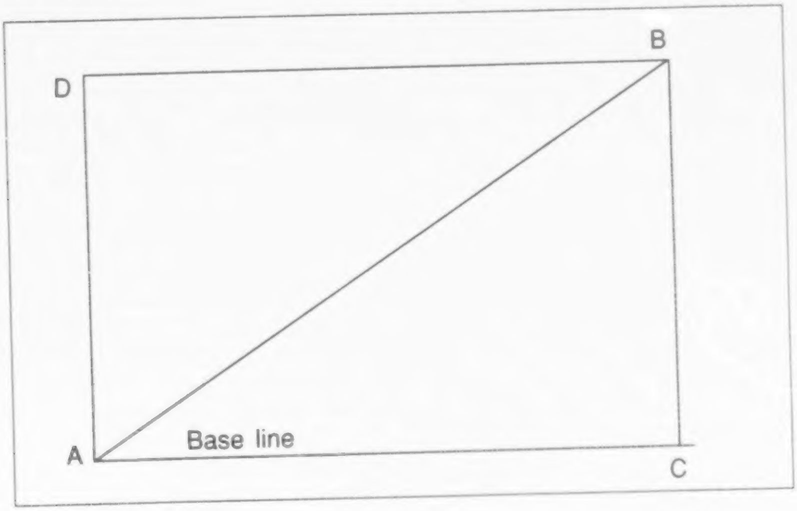


5. Determine width of space available for reduced graphic; see the directions in part A of Student Supplement 6

JOB SHEET 1

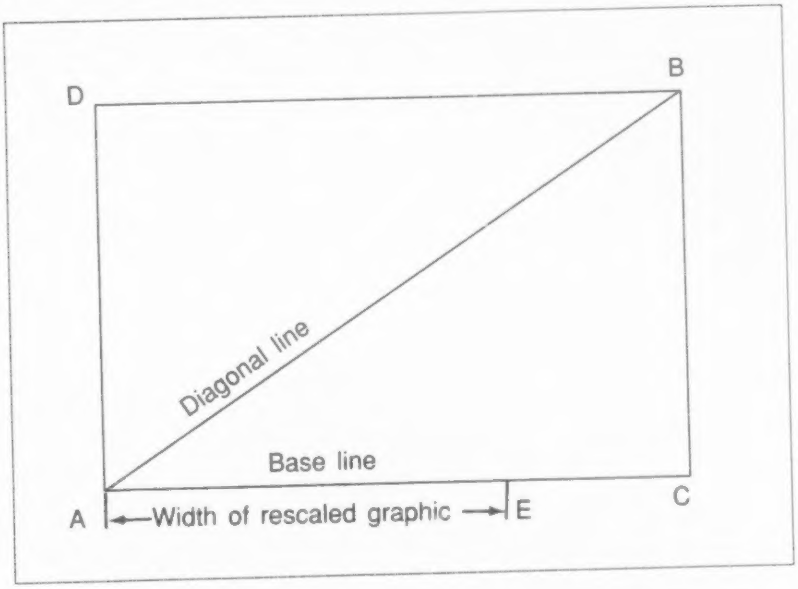
6. Locate base line of drawing; see line A-C on Figure 2 below

FIGURE 2


B
D
A
Base line
C

7. Measure desired width of reduced graphic (rescaled graphic); mark that measurement point E on base line (Figure 3)

FIGURE 3


B
D
Diagonal line
Base line
A
Width of rescaled graphic
E
C

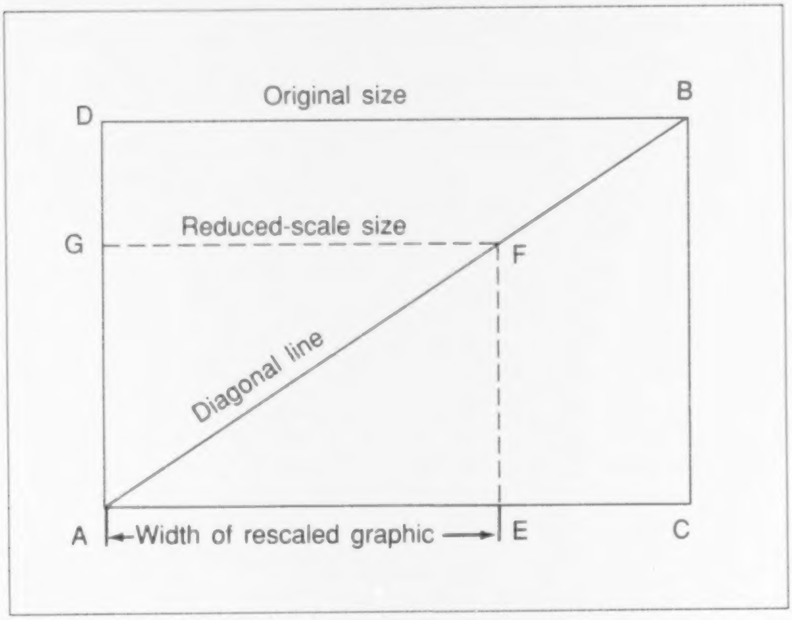
8. From point E, draw a dashed line upward from base line (at a 90-degree angle from base line) until dashed line intersects diagonal line A-B; mark point F at point of intersection (see Figure 4)

JOB SHEET 1

9. From point F, draw a dashed line parallel to base line until dashed line intersects line A-D; mark point G at point of intersection (see Figure 4)

   NOTE: The rectangle defined by points A, E, F, and G is the reduced-scale size of the graphic with measurements that are in proportion to those of the original. See Figure 4.

FIGURE 4



10. Fill in the blanks provided in part A of Student Supplement 6

C. Procedure for enlarging graphics using diagonal-line method

1. Measure graphic shown in part B of Student Supplement 6

2. On back of page labeled "Part B" of the student supplement, use pencil and ruler to draw a rectangle the same size as that of original graphic

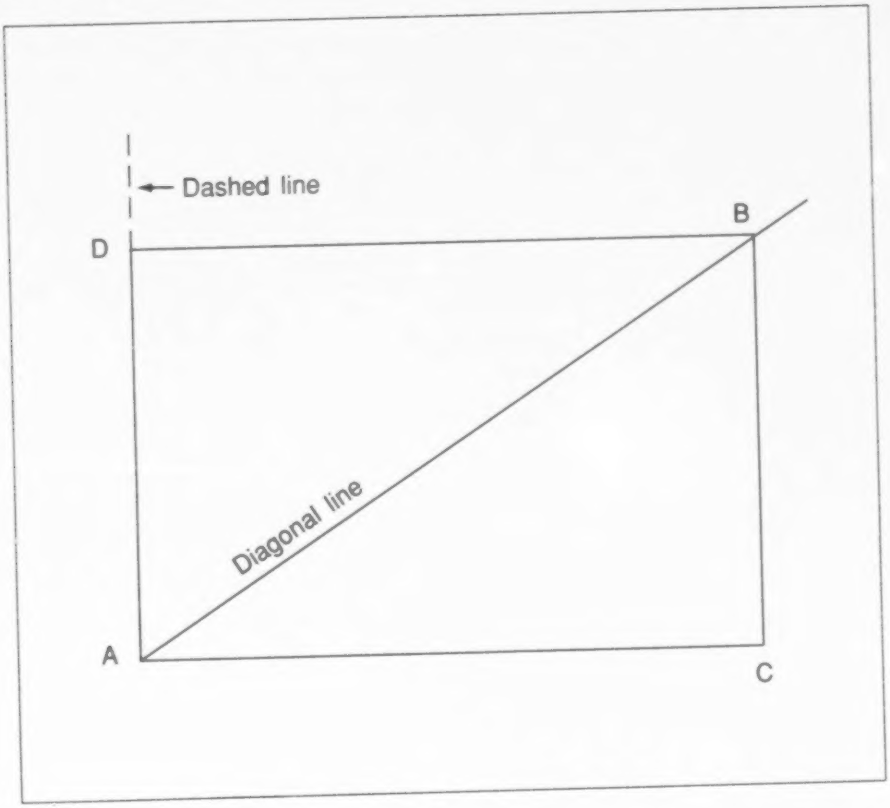
3. Label bottom-left corner of hand-drawn rectangle point A, and upper-right corner point B; label bottom-right corner point C, and upper-left corner point D (see Figure 5)

   NOTE: The shape of the examples shown in Figures 5 through 7 in this job sheet are not representative of the shape of the graphic to be enlarged in part B of the student supplement; however, the steps given will still apply.

4. Using pencil and ruler, draw a diagonal line from point A **through** and past point B, and then draw a dashed line that extends upward from point D along line A-D (see Figure 5)

JOB SHEET 1

FIGURE 5



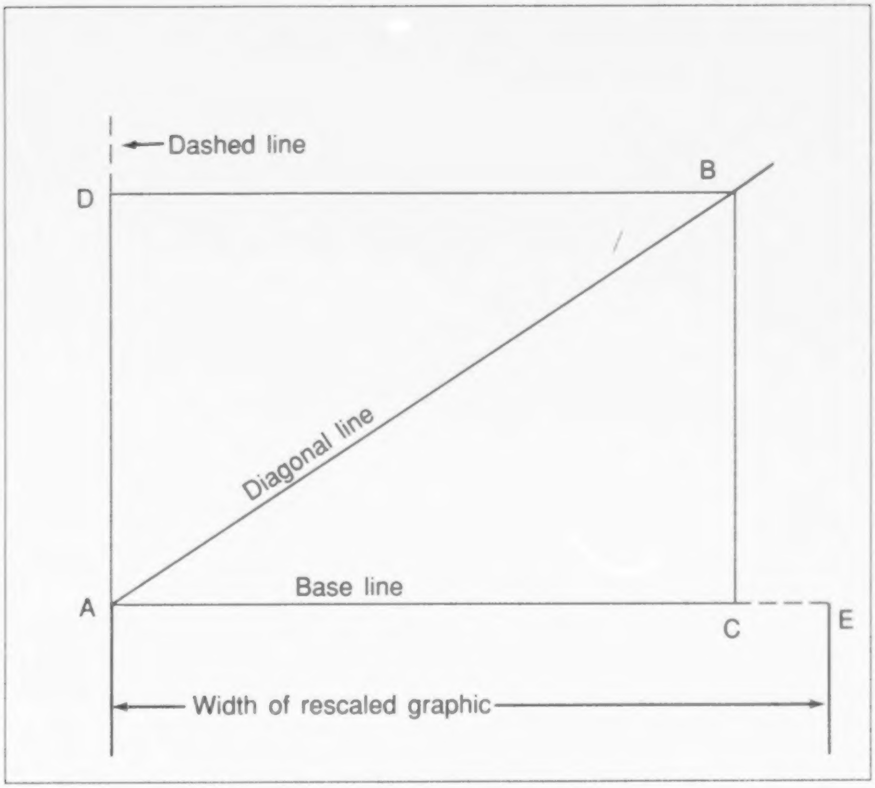
5. Determine width of the space available for the enlarged graphic; see the directions in part B of Student Supplement 6

6. Locate base line of drawing; see line A-C on Figure 6 below

7. Measure desired width of enlarged graphic (rescaled graphic); draw dashed line where measurement extends past point C; mark end of dashed line point E (see Figure 6)

JOB SHEET 1

FIGURE 6


Dashed line
B
D
Diagonal line
Base line
A
C
E
Width of rescaled graphic

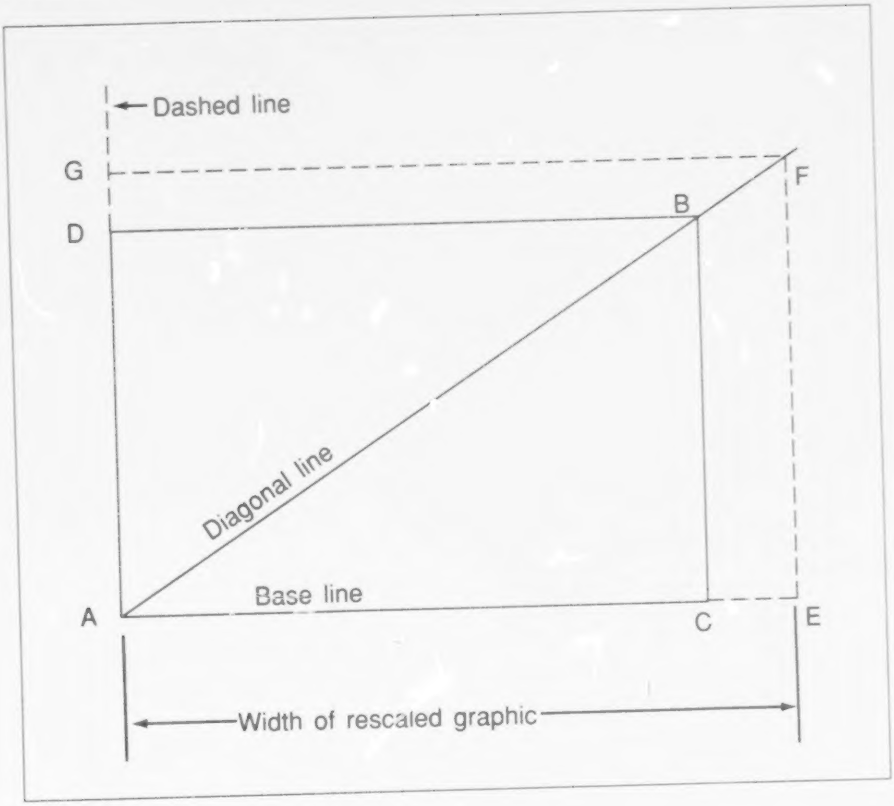
8. From point E, draw a dashed line upward from base line (at a 90-degree angle from base line) until dashed line intersects diagonal line A-B; mark point F at point of intersection (see Figure 7)

9. From point F, draw dashed line parallel to base line until dashed line intersects dashed extension of line A-D; mark point G at point of intersection (see Figure 7)

   NOTE: The rectangle defined by points A, E, F, and G is the enlarged-scale size of the graphic with measurements that are in proportion to those of the original. See Figure 7.

JOB SHEET 1

FIGURE 7



10. Fill in the blanks provided in part B of Student Supplement 6

C. **Procedure for rescaling (enlarging and reducing) graphics using proportional-scale method**

1. Measure graphic shown in part C of Student Supplement 6

2. Determine width and height of space available for rescaled graphic; see the directions in part C of the student supplement

3. Locate inner circle of proportional scale (see Figure 8); find the width of the original graphic on inner circle

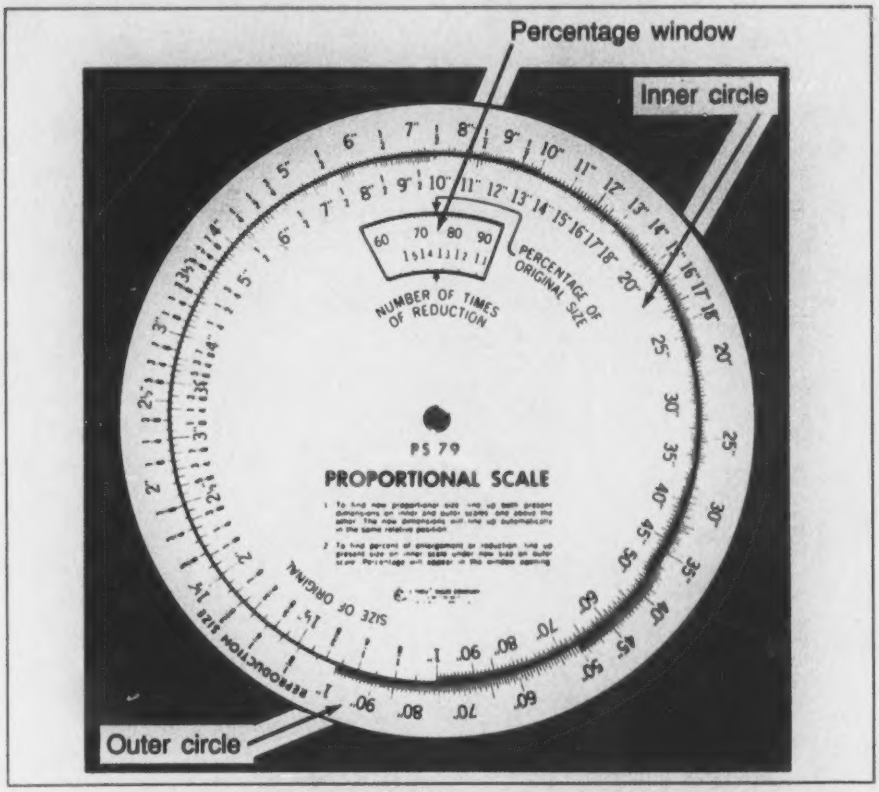
4. Locate outer circle of proportional scale (see Figure 8); find the width of rescaled graphic on outer circle

5. Move inner circle of proportional scale until width of original graphic aligns with width of rescaled graphic

   NOTE: Notice the percentage shown in the percentage window (see Figure 8).

JOB SHEET 1

FIGURE 8: Proportional scale


Percentage window
Inner circle
Outer circle
PERCENTAGE OF ORIGINAL SIZE
NUMBER OF TIMES OF REDUCTION
PS 79
PROPORTIONAL SCALE
SIZE OF ORIGINAL
REPRODUCTION SIZE

6. Holding inner and outer circles of scale in place, locate height of original graphic on inner circle

7. Read measurement on outer circle that aligns with height measurement on inner circle

   NOTE: The measurement on the outer circle is the proportional height of the rescaled graphic.

8. Record rescaled-graphic size on blanks provided in part C of Student Supplement 6

9. Submit Student Supplement 6 to instructor for evaluation

DOCUMENT DESIGN
UNIT V

JOB SHEET 2—CREATE A COMPUTER-GENERATED GRID

A. **Equipment and materials**

- Microcomputer with one or two floppy disk drives and/or hard drive
- Mouse
- Operating-system diskette (if computer does not have a hard drive)
- Page-layout software
- Printer

B. **Procedure**

NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.

1. Boot computer
2. Turn on printer
3. Activate page-layout software
4. Open new file
5. Select margin settings
6. Draw vertical lines to divide page into columns of equal width

   NOTE: Page-layout software generally offers non-printing grid lines that can be pulled into place and moved at any time. They differ from column settings in that column settings tend to remain in permanent positions.

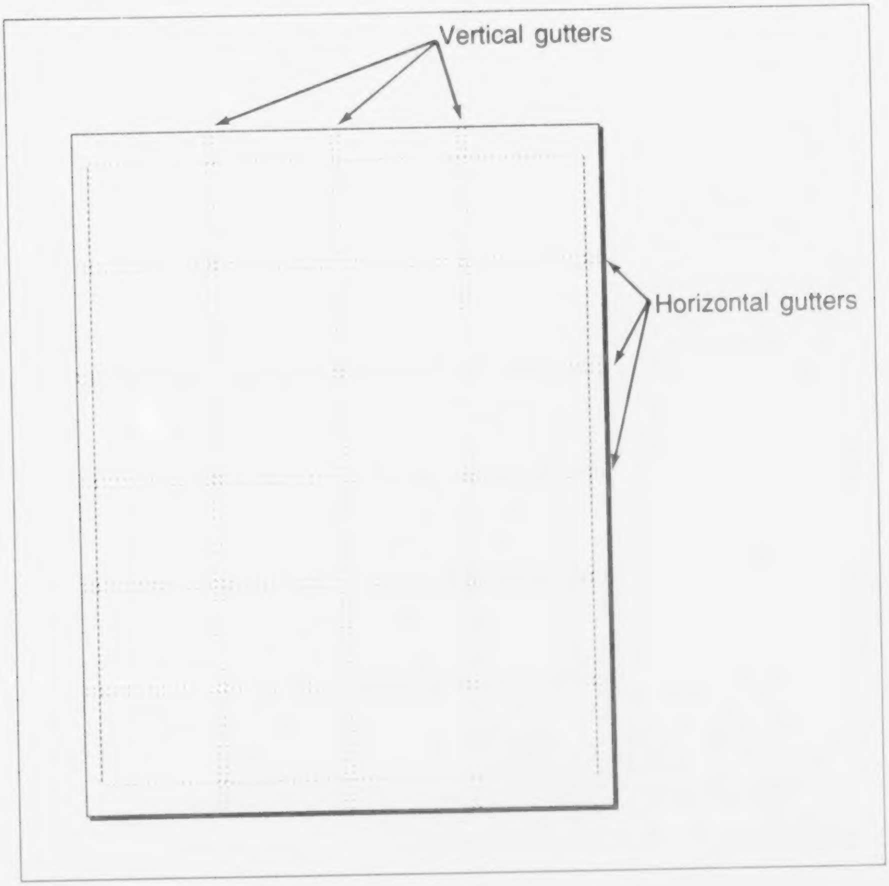
7. Add horizontal lines to divide the columns equally and achieve a uniform pattern of spaces

   NOTE: Spaces measuring 3.5 inches wide and 2.5 inches deep allow a good proportion for placing graphics.

8. Create narrow vertical column gutters by adding another set of parallel vertical lines (see Figure 1)
9. Complete grid by creating narrow horizontal gutters at same width as vertical gutters created in step 8 (see Figure 1)

JOB SHEET 2

FIGURE 1


Vertical gutters
Horizontal gutters

10. Save file

11. Print page and write your name and "Job Sheet 2—Job 1" on top of printed page

12. Close file, exit page-layout software, and turn off computer and printer

OR

Continue to next job sheet, as directed by instructor

13. Submit Job 1 to instructor for evaluation

DOCUMENT DESIGN
UNIT V

JOB SHEET 3—CREATE A SINGLE-PAGE FLYER

A. **Equipment and materials**

- Microcomputer with one or two floppy disk drives and/or hard drive
- Mouse
- Operating-system diskette (if computer does not have a hard drive)
- Word-processing software
- Page-layout software
- Printer
- Scanner, if available, or photocopier
- Assignment Sheet 2

B. **Procedure**

1. Boot computer
2. Turn on printer
3. Activate word-processing software
4. Activate page-layout software
5. Using thumbnails, rough layout, and specifications determined in Assignment Sheet 2, prepare file with appropriate margins, columns, etc.
6. Place text file

   NOTE: *If* a scanner is available, use it to obtain graphic image at this time; resize graphic as necessary. *If* a scanner is not available, make a photocopy of the graphic at the appropriate reduction size and paste up graphic upon completing the computer-generated draft of the flyer.

7. Edit document and revise as necessary
8. Save file
9. Print document and write your name and "Job Sheet 3—Job 1" at top of printed page
10. Close file
11. Exit page-layout software

JOB SHEET 3

12. Turn off computer and printer
13. Return software to proper storage
14. Submit Job 1 to instructor for evaluation.

DOCUMENT DESIGN
UNIT V

PRACTICAL TEST 1

JOB SHEET 1—RESCALE GRAPHICS

Student's name ______________________ Date ______________

Evaluator's name ______________________ Attempt no. ______________

> Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Followed proper procedure for reducing graphic using diagonal-line method.	☐	☐
2. Followed proper procedure for enlarging graphic using diagonal-line method.	☐	☐
3. Followed proper procedure for reducing graphic using proportional-scale method.	☐	☐

EVALUATOR'S COMMENTS: ____

____

____

____

____

____

PRACTICAL TEST 1

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:				
Created proportionally scaled graphics	4	3	2	1

EVALUATOR'S COMMENTS: ______________________________________

____

____

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training.
3 — Moderately skilled — Has performed job during training program; limited additional training may be required.
2 — Limited skill — Has performed job during training program; additional training is required to develop skill.
1 — Unskilled — Is familiar with process, but is unable to perform job.

DOCUMENT DESIGN
UNIT V

PRACTICAL TEST 2

JOB SHEET 2—CREATE A COMPUTER-GENERATED GRID

Student's name ______________________________ Date ______________________

Evaluator's name ____________________________ Attempt no. _________________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Completed startup.	☐	☐
2. Prepared page-layout file appropriately.	☐	☐
3. Completed grid.	☐	☐
4. Saved file.	☐	☐
5. Printed document.	☐	☐
6. Secured equipment and software.	☐	☐

EVALUATOR'S COMMENTS: ____

____

____

____

____

PRACTICAL TEST 2

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:				
Used appropriate margins	4	3	2	1
Prepared vertical and horizontal lines in proper proportion	4	3	2	1
Prepared vertical and horizontal gutters in proper proportion	4	3	2	1

EVALUATOR'S COMMENTS: ________________________________

____

____

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training.
3 — Moderately skilled — Has performed job during training program; limited additional training may be required.
2 — Limited skill — Has performed job during training program; additional training is required to develop skill.
1 — Unskilled — Is familiar with process, but is unable to perform job.

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.

DOCUMENT DESIGN
UNIT V

PRACTICAL TEST 3

JOB SHEET 3—CREATE A SINGLE-PAGE FLYER

Student's name ______________________ Date ________________

Evaluator's name ______________________ Attempt no. ____________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Completed startup.	☐	☐
2. Prepared page-layout file appropriately.	☐	☐
3. Placed text file.	☐	☐
4. Edited and revised using appropriate methods.	☐	☐
5. Saved file.	☐	☐
6. Printed document.	☐	☐
7. Secured equipment and software.	☐	☐

EVALUATOR'S COMMENTS: ____

____

____

____

____

____

PRACTICAL TEST 3

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:				
Used appropriate margins	4	3	2	1
Used appropriate borders	4	3	2	1
Used appropriate column sizes	4	3	2	1
Selected appropriate type sizes	4	3	2	1
Selected appropriate alignment	4	3	2	1
Resized graphic appropriately	4	3	2	1
Printed satisfactory final copy	4	3	2	1

EVALUATOR'S COMMENTS: ______________________________

____

____

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training.
3 — Moderately skilled — Has performed job during training program; limited additional training may be required.
2 — Limited skill — Has performed job during training program; additional training is required to develop skill.
1 — Unskilled — Is familiar with process, but is unable to perform job.

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.

DOCUMENT DESIGN
UNIT V

WRITTEN TEST

Name ______________________________ Score ________________

1. Match terms associated with document design to their correct definitions. Write the numbers on the blanks provided.

_____a. Area of document page where type and graphics appear

_____b. Nonprinting guidelines used to help you lay out page-design elements consistently

_____c. Type 12 points in size or smaller

_____d. Type 14 points in size or larger

_____e. Point at which a reader's eye naturally rests when it first encounters a printed page

1. Body type
2. Display type
3. Grid
4. Live area
5. Optical center

2. Discuss factors to consider when applying principles of document design. Write your answers on the blanks provided.

a. Purpose ______________________________

____

____

b. Coherence ______________________________

____

____

c. Proportion ______________________________

____

____

d. Direction ______________________________

____

____

WRITTEN TEST

e. Unity ________________________________

____

____

f. Discipline ________________________________

____

____

g. Contrast ________________________________

____

____

3. State definitions of types of design elements. Write your answers on the blanks provided.

a. Graphic treatments ________________________________

____

b. Text treatments ________________________________

____

____

4. Match types of graphic treatments to their correct definitions. Write the numbers on the blanks provided.

_____a. Printed or visual lines used to define page outline

_____b. Invisible lines created by placement and width of lines in text blocks

_____c. Printed horizontal or vertical lines or boxes used to separate one part of a document from another

_____d. White space between border and live area of document page

1. Margins
2. Columns
3. Rules
4. Borders

WRITTEN TEST

5. Match types of text treatments to their correct definitions. Write the numbers on the blanks provided.

_____a. Arrangement of text flush left, flush right, centered, or justified

_____b. Information used to tell the reader when an article is continued from one page to another

_____c. Display type over a story or article within a document

_____d. Short headlines inside articles or stories within a document

_____e. Asterisks, bullets, and numbers used to organize ideas in lists

_____f. Information placed at top of document page

_____g. Information placed at bottom of document page

_____h. Text accompanying graphics

1. Alignment
2. Headlines
3. Subheads
4. Captions
5. Headers
6. Footers
7. Symbols
8. Jumplines

6. Match types of graphic enhancements to their correct definitions. Write the numbers on the blanks provided.

_____a. Color used at specific points to attract the reader's attention

_____b. Gray or black shading added to photos or graphics to give a three-dimensional effect

_____c. Dot patterns in graduated shades of gray

_____d. Pre-produced electronic artwork

_____e. Text with irregular line lengths used to indicate how a graphic relates to a particular section of text

1. Text wrap
2. Drop shadows
3. Spot color
4. Screens
5. Electronic clip art

WRITTEN TEST

7. Arrange in order the steps in the design process. Write the numbers (1 through 6) on the blanks provided.

    _____a. Create thumbnail sketches

    _____b. Print final camera-ready copy

    _____c. Define the project—its purpose and its audience

    _____d. Prepare computer-generated draft at actual size

    _____e. Create rough layout

    _____f. Proof, edit, and revise computer-generated draft as necessary

DOCUMENT DESIGN
UNIT V

WRITTEN TEST ANSWERS

1. a. 4
   b. 3
   c. 1
   d. 2
   e. 5

2. Discussion should include the following

   a. Determine the document's purpose and the relative importance of the information you want to communicate
   b. Strive for integration of the design elements you use so that the document's appearance is coherent with its purpose
   c. Determine size of all design elements in relation to their importance
   d. Determine a logical directional pattern for reader's eye movement as he or she reads the document
   e. Assemble the various design elements so that they fit together as a harmonious unit
   f. Apply design elements in moderation
   g. Decide whether the document's purpose dictates that its design maintain either high or low contrast

3. a. Design elements used to visually guide reader's eye from one point to another in document
   b. Design elements used to organize text so that reader can locate information easily

4. a. 4
   b. 2
   c. 3
   d. 1

5. a. 1
   b. 8
   c. 2
   d. 3
   e. 7
   f. 5
   g. 6
   h. 4

6. a. 3
   b. 2
   c. 4
   d. 5
   e. 1

7. a. 2
   b. 6
   c. 1
   d. 4
   e. 3
   f. 5

LAYOUT
UNIT VI

OBJECTIVE SHEET

UNIT OBJECTIVE

After completing this unit, the student should be able to use proper DTP procedures to produce a newsletter and a multi-page document. The student will demonstrate these competencies by correctly completing the assignment sheets and job sheets and by scoring a minimum of 85 percent on the written test.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with document layout to their correct definitions.
2. Describe typical steps in a DTP layout process.
3. List methods of editing text.
4. Select from a list methods of editing graphics.
5. Select true statements concerning stacking text and graphics.
6. Match document-size commands to their correct effect on printer production.
7. Match standard proofreader's marks to their correct definitions.
8. Arrange in order the steps in proofreading documents.
9. Match elements of a newsletter to their correct purposes.
10. Match elements of a multi-page document to their correct purposes.
11. Proofread a document. (Assignment Sheet 1)
12. Determine specifications for a newsletter. (Assignment Sheet 2)
13. Determine specifications for a multi-page document. (Assignment Sheet 3)
14. Stack graphics and text. (Job Sheet 1)
15. Produce a newsletter. (Job Sheet 2)
16. Produce a multi-page document. (Job Sheet 3)

LAYOUT
UNIT VI

SUGGESTED ACTIVITIES

Instructional plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Obtain items to supplement instruction of this unit.
3. Review the information sheet in Unit 5, "Document Design." These pages will be used in this unit in association with Assignment Sheet 3 and Job Sheet 3.
4. Provide students with objective sheet.
5. Discuss unit and specific objectives.
6. Provide students with information sheet and Student Supplement 1.
7. Discuss information sheet and Student Supplement 1.
8. Provide students with assignment sheets and Student Supplements 2 and 3.
9. Discuss assignment sheets and student supplements and then have students complete assignment sheets.
10. Provide students with job sheets.
11. Discuss job sheets and demonstrate the procedures outlined.
12. Have students complete job sheets.
13. Give written test.
14. Compile assignment-sheet scores, job-sheet ratings, and written-test score.
15. Reteach and retest as required.

LAYOUT
UNIT VI

INFORMATION SHEET

1. **Terms and definitions associated with document layout**

   a. **Abstract**—Brief summary of document contents

   b. **Advance story**—Article presenting information on an upcoming event

   EXAMPLES: Upcoming meeting, local/regional conference, election of officers, training seminar

   c. **Delete**—To take out

   d. **Feature story**—Article presenting information on a special event, activity, or other topic of interest

   e. **Follow-up story**—Article presenting new information on a story published earlier

   EXAMPLES: Election results, changes in by-laws, results of fundraising projects

   f. **Oversized document**—Document with pages larger than paper size available for printer

   g. **Proofreading**—Reading a document to check for errors in type and graphics

   h. **Specialty columns**—Regularly presented brief articles about particular topics

   EXAMPLES: How-to columns, letters to the editor, president's column, calendar of events, book reviews, employee-benefits update

   i. **Stacking**—Overlapping text blocks and graphics

2. **Typical steps in a DTP layout process**

   NOTE: The layout process takes place after the document has been designed, the text has been entered in word-processing software, and the graphics have been chosen, scanned, or created.

   1. Set page orientation
   2. Set margins and columns
   3. Place text
   4. Apply fonts
   5. Place graphics
   6. Edit text

INFORMATION SHEET

7. Edit graphics
8. Adjust white space
9. Print rough draft
10. Proofread rough draft
11. Revise text and graphics
12. Print final draft
13. Proofread final copy
14. Send document to print shop

3. **Methods of editing text**

   a. Use text tool to insert, delete, move, or modify text blocks
   b. Change column width
   c. Adjust amount of text in columns
   d. Flow text from column to column or page to page
   e. Wrap text around graphics
   f. Change leading, letter spacing, and word spacing
   g. Change type size
   h. Justify

4. **Methods of editing graphics**

   a. Crop graphic images
   b. Scale or resize graphic images
   c. Change density of shading
   d. Change line thickness
   e. Stack graphics or graphics and text

5. **Statements concerning stacking text and graphics**

   a. Text blocks and graphics are individual layers in publication window
   b. Individual layers may be stacked
   c. Text blocks may be solid, transparent, or opaque layers

INFORMATION SHEET

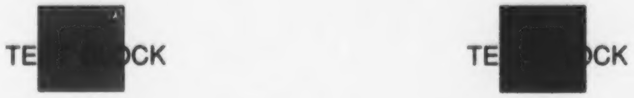
d. Graphics may be solid, transparent, or shaded layers

e. Changing a layer's stacking order may affect its appearance

f. Generally, the most recently selected item is the top layer

NOTE: Menu items such as *send to back* or *bring to front* change the stacking order. See Figure 1.

FIGURE 1: Transparent text with solid graphic



Square "sent to the back"; text "brought to the front."

Square "brought to the front"; text "sent to the back."

6. **Document-size commands and their effect on printer production**

a. Original (100%)—Printer produces document at actual size

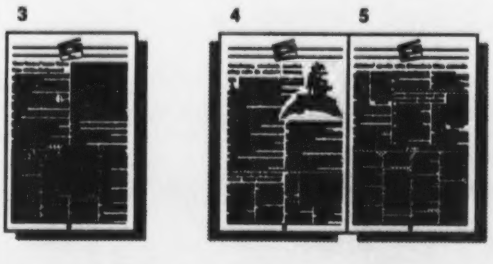
b. Reduce—Printer produces document at specified increments smaller than actual size

c. Enlarge—Printer produces document at specified increments larger than actual size

d. Thumbnail—Printer produces miniature copies of several document pages on a single sheet of paper

NOTE: Thumbnail printing is software specific and may or may not be available. If available, thumbnail printing (see Figure 2) is helpful for reviewing the design and layout of multi-page documents.

FIGURE 2

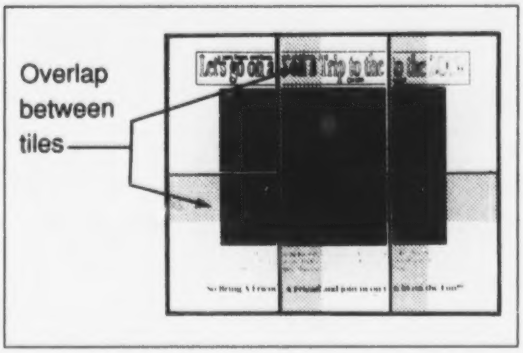


INFORMATION SHEET

e. Tile—Printer produces small units of one oversized-document page on several separate sheets of paper that then must be physically pasted together to create entire page

NOTE: The printing process described above is commonly called *tiling*. See Figure 3.

FIGURE 3



7. **Standard proofreader's marks and their definitions** (Table 1)

TABLE 1: Standard proofreader's marks

Proofreader's mark	Definition	Example
ℊ	Delete	take out ~~out~~ℊ
⁀ℊ‿	Delete and close up	delete and clo~~o~~se up
⁀‿	Close up space	close up sp⁀‿ace
#	Insert space	insert∧#space
∧	Insert word, letter, numeral, etc.	insert le$\overset{t}{\wedge}$er
[	Move left	[move left
]	Move right	move right]
¶	Make new paragraph	¶ make new paragraph
no ¶	Do not make a new paragraph	no ¶ Do not make a new paragraph
∽	Transpose letters, words, etc.	transpoes the letters
∽	Transpose lines	Transpose line 2. Transpose line 1.

INFORMATION SHEET

TABLE 1 (cont.)

Proofreader's mark	Definition	Example
≡	Change to upper-case letter	change to upper-case $\underline{\underline{\underline{l}}}$etter
lc/	Change to lower-case letter	change to $\overset{lc}{\cancel{L}}$ower-case letter
(')	Insert apostrophe or comma	insert apostrophe(')
(")	Insert quotes	(")insert quotes(")
(.)	Insert period	insert period(.)
stet • • • •	Do not make correction indicated; leave as originally typed	do $\overset{stet}{\text{not}}$ make correction
sp	Spell out	$\underline{2}$ sp
◯	Do not type; instructions to typist	NOTE: Instructions to typist are placed in the margin and then circled to indicate to typist that these are instructions only—not words to be inserted or typed.

8. **Steps in proofreading documents**

   1. Scan headlines and subheads for typographical errors
   2. Read text blocks for content to assure text has not been omitted

      NOTE: Inexperienced DTP operators can delete text accidentally without being aware of it. Rearranging text, shortening text blocks, or unstringing text blocks provide ample opportunities for losing text.

   3. Proofread text blocks for typographical errors
   4. Proofread graphics

      NOTE: The proofreader should ask him- or herself the following questions when looking for errors in graphics:

      - Do corners of boxes meet?
      - Does text align horizontally?
      - Are borders used consistently?
      - Are column rules the same thickness throughout?

INFORMATION SHEET

- Are photo or graphic captions aligned properly?
- Is page-number placement consistent?
- Is density of shading in screens too heavy, too light, or acceptable?
- Are typefaces used consistently?

5. Have document proofread by another person

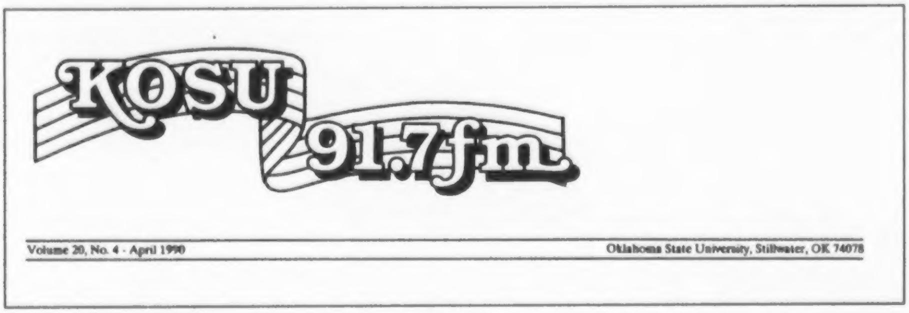
NOTE: More than one person should proofread a document before it is sent to the print shop.

9. **Elements of a newsletter and their purposes** (see Student Supplement 1)

a. **Name plate** (Figure 4)—Identifies publication name, publisher, date, and volume number

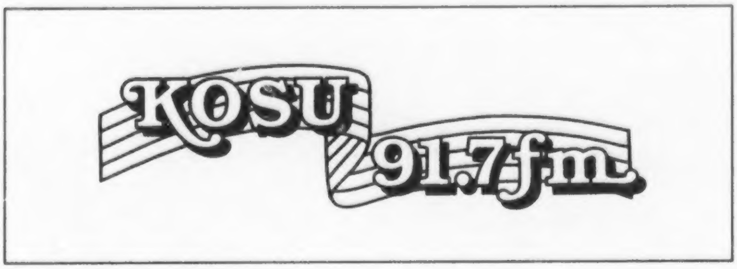
NOTE: The name plate appears on the first page of the publication and in the same location from issue to issue.

FIGURE 4


KOSU
91.7fm.
Volume 20, No. 4 - April 1990
Oklahoma State University, Stillwater, OK 74078

b. **Logo** (Figure 5)—Provides graphic image that represents an organization, company, or item

FIGURE 5



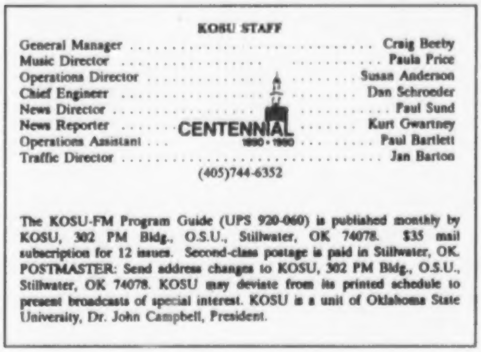
Figures 4 and 5 courtesy of KOSU—FM, Oklahoma State University, Stillwater, OK.

INFORMATION SHEET

c. **Masthead** (Figure 6)—Lists publisher, publisher's address, editorial staff, and subscription rate

NOTE: The masthead is usually located either on the bottom of page two or on the last page of the issue. Whichever location is selected, the masthead should appear in the same location from issue to issue.

FIGURE 6



KOSU STAFF

General Manager	Craig Beeby
Music Director	Paula Price
Operations Director	Susan Anderson
Chief Engineer	Dan Schroeder
News Director	Paul Sund
News Reporter	Kurt Gwartney
Operations Assistant	Paul Bartlett
Traffic Director	Jan Barton

(405)744-6352

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Courtesy of KOSU—FM, Oklahoma State University, Stillwater, OK.

d. **Headlines**—Provide short statements to identify the contents of articles

e. **Articles**—Present feature, follow-up, and advance stories and specialty columns

f. **Graphics** (graphic art)—Provide additional detail, add emphasis, or further explain information contained in articles

NOTE: Artwork and photos used as graphics should be selected very carefully. Their purpose is **not** to just fill space but to serve a specific purpose.

10. **Elements of a multi-page document and their purposes**

a. **Cover**—Identifies document and protects contents.

NOTE: A cover may also include a logo.

b. **Title page**—Gives complete title and subtitle, identifies author, and may present other information, such as list of contributors, date of publication, document abstract, reproduction restrictions, and distribution categories

NOTE: A title page may also include a logo.

c. **Table of contents**—Identifies page numbers of major text sections.

NOTE: The table of contents can serve as a valuable tool to the reader by presenting a visual outline of the text's organization.

INFORMATION SHEET

d. **List of illustrations**—Provides listing of tables and/or figures contained in text

NOTE: Tables are data arranged in vertical columns and horizontal rows. Figures may include graphics, charts, diagrams, photos, and maps.

e. **List of symbols**—Identifies acronyms and symbols used in text

NOTE: The list of symbols and acronyms is usually accompanied by written descriptions or definitions that explain the items included in the listing.

f. **Introduction**—Provides overview of document contents

g. **Text**—Presents main body of printed information

h. **Graphics** (graphic art)—Provide additional detail, add emphasis, or further explain information in text

i. **Summary**—Reviews points made in text and may express conclusions

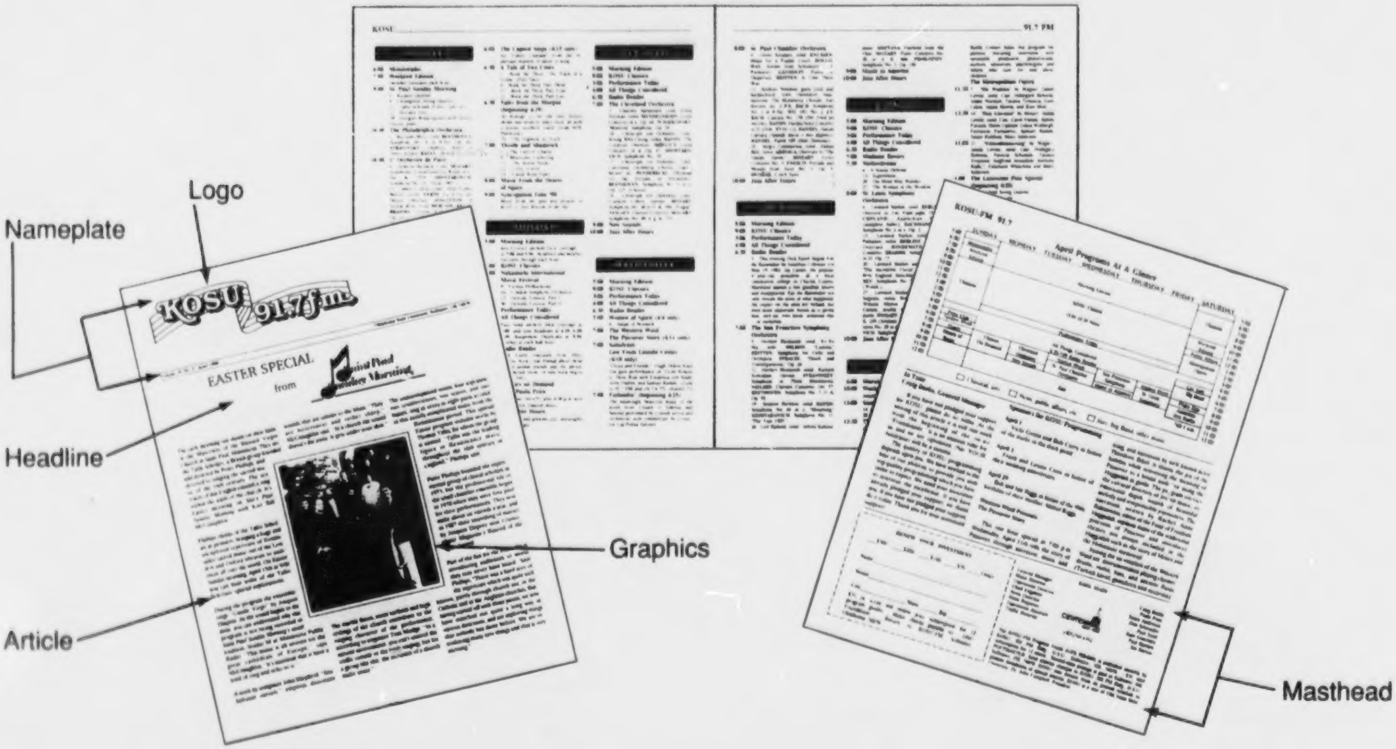
j. **Index**—Provides alphabetical listing of topics presented within text and gives page number where each topic appears

k. **Glossary**—Lists and defines important terms presented within text

l. **References**—Lists sources of information and/or provides bibliographic documentation of materials used in writing text

LAYOUT
UNIT VI

STUDENT SUPPLEMENT 1—SAMPLE MULTI-PAGE NEWSLETTER


Logo
Nameplate
KOSU 91.7 fm
EASTER SPECIAL
from
Headline
Graphics
Article
KOSU-FM 91.7
Masthead

Courtesy of KOSU-FM, Oklahoma State University, Stillwater, OK.

BEST COPY AVAILABLE

LAYOUT
UNIT VI

STUDENT SUPPLEMENT 2—ONE-PAGE NEWSLETTER

Directions: You will use the one-page newsletter on the following page in completing Assignment Sheet 2 and Job Sheet 2. In Assignment Sheet 2, you will determine the specifications necessary to duplicate this one-page newsletter, and in Job Sheet 2, you will produce the newsletter using the specifications you determined in the assignment sheet.

Newsletter courtesy of KOSU-FM, Oklahoma State University, Stillwater, OK.

STUDENT SUPPLEMENT 2

KOSU 91.7 fm

Volume 19, No. 11 - November 1989

Oklahoma State University, Stillwater, OK 74078

KOSU CELEBRATES AMERICAN MUSIC

American Music Week is November 6-12, and we'll celebrate the occasion with music and performance by outstanding American composers and musicians each day on KOSU Classics. You'll also hear some other outstanding programs from the Texas Opera Theatre and the American Composers Orchestra throughout the month.

Music in the Present Tense – The American Composers Orchestra at Carnegie Hall

Like many a brilliant idea, the one to create the American Composers Orchestra originated over a good meal. In the fall of 1975, composer Francis Thorne and conductor Dennis Russell Davies were at a Soho restaurant. As Davies recalls, "We started talking about the fact that American orchestras don't play very much American music as part of their regular programming, and that led to the idea of an orchestra that would fill that gap, so that audiences would at least have the opportunity to hear what was there." With the help of a few devoted friends, composers and founders, an inaugural concert was organized in 1977, which led to the orchestra's first full season of three concerts in Lincoln Center's Alice Tully Hall. The ACO series subsequently expanded to four concerts plus special performances, recordings and national radio and television broadcasts. Since 1985, Carnegie Hall has presented the ACO series--a change of venue which resulted in a tripling of the ACO's audience. The music heard in this series was drawn from recent live concert recordings. The first program offers a unique look at music, politics, and music theatre with John Adams' "The Chairman Dances," and Kurt Weill's "Lost in the Stars." In program two we hear how two composers, worlds apart in outlook and influence, musically come to grips with the theme of loss. Through the concerti of Rand Steiger and Elliott Carter in program three, the topic of old forms and new surroundings is explored. Program four deals with the vernacular in American concert music, as we hear works of Duke Ellington, William Bolcom, and Tania Leon. Music in the Present Tense is heard each Thursday at 9:00 p.m.

Dennis Davies, Cond.

Make My Day: Letters from Morning Edition Listeners

Over the past ten years, thousands of listeners have written to tell us what "Morning Edition" means to them. There are probably at least as many reasons to have the "ME" habit as there are fans (more than four million a week)! Here are a few of our favorites.

Dear Morning Addition (sic),

Every morning at 6 my alarm goes off and I listen to your show. By 6:30 I'm ready to predict the newspaper! I think that when you complete a story, you give every little detail. Over-all, I think your show is exelent (sic)! D.G. (age 10), Alliance, OH

I cannot tell you how much it means to me to be able to listen to NPR here in Redmond. It has done more for the quality of life here in our town than anything else but the irrigation water (without which there would BE no town). H.E., Redmond, OR

TENTH ANNIVERSARY
MORNING
EDITION

Thank God for Morning Edition. It shines like a harvest moon on the wasteland of verbal tundra. J.S., Beaverton, OR

You are the only news service that I trust. L.R., Jacksonville, FL

I am immensely grateful for the excellence of your arts and news features which make me feel superior to people who ingest only news junk food. A.A., New York City, NY

Bob Edwards and everyone at Morning Edition want to know what listeners think. Send your letters to Morning Edition, National Public Radio, 2025 M Street NW, Washington, D.C. 20036.

LAYOUT
UNIT VI

ASSIGNMENT SHEET 1—PROOFREAD A DOCUMENT

Name ______________________________ Score ________________

Directions: Proofread the document below, and use the proofreader's marks you learned in Objective 7 to mark corrections required.

The multi-faceted face of desktop publishing offer many opportunities to indivduals who may wish to broader their skills in the business world. Desktop publishing skills are beneficail in jobs requiring simple black and white reproductions to elaborate, colorful multi-page magazines. An experienced desktop publishing DTP) operator can comfortably work with simple page layout software and even perform basic precedures in more difficult software.Many of the procedures in DTP are similar, even though the terminology may differ from one software to another.

Although the business community has been slow to financially reward the efforts necessary to achieve DTP skills, DTP operators must continue to work toward financial recognition. DTP operators must make management personnel aware that desktop publishing involves more than clerical skills. Often a DTP operator perform the functions of designer, typist, editor, proofreader and artist. Proficiency in these areas takes dedicated effort as well knowlegde.

LAYOUT
UNIT VI

ASSIGNMENT SHEET 2—DETERMINE SPECIFICATIONS FOR A NEWSLETTER

Name ______________________________ Score ________________

Directions: Examine the one-page newsletter provided in Student Supplement 2. Use a line gauge and type gauge to determine how to duplicate the newsletter and then write those specifications on the form below. Check the specifications carefully (you will produce this project in Job Sheet 2) and then submit the specifications sheet to your instructor for evaluation.

NOTE: The graphic art in the newsletter may be reproduced by using a scanner or by making a photocopy reproduction.

Project specifications sheet

---

1. Page size ____

2. Margins and type area

   Margin sizes: Top ________ Bottom ________ Inside ________ Outside ________

   Size of type area ______________________________________

3. Borders: None ________ Location ________ Size ________

4. Rules: Size ________

5. Column size: Number of columns ________ Equal or unequal sizes ________

6. Type size: Heads ________ Subheads ________ Body copy ________

7. Type alignment: Ragged-right, flush left ________ Justified ________

   Flush right ________ Centered ________

8. Headers: None ________ Location ________

9. Footers: None ________ Location ________

ASSIGNMENT SHEET 2

Project specification sheet (cont.)

10. Paragraph divisions: Space between paragraphs ________ Tabs ________

11. Graphics: Size ________ 100% ________
Enlarged ________ Reduced ________

12. Text wrap-around: None ________ Amount set away from graphic ________

LAYOUT
UNIT VI

ASSIGNMENT SHEET 3—DETERMINE SPECIFICATIONS FOR A MULTI-PAGE DOCUMENT

Name ______________________________ Score ____________________

Directions: Refer to Unit V of this publication and locate the information sheet. Using a line gauge and a type gauge, determine how to duplicate all the pages and artwork included in the information sheet. Write the specifications you determine on the form below. Check the specifications carefully (you will produce this project in Job Sheet 3) and then submit the specifications sheet to your instructor for evaluation.

NOTE: The graphic art in the information sheet may be reproduced by using a scanner or by making a photocopy reproduction. All other artwork and text must be created on the computer.

Project specifications sheet

---

1. Page size ______________________________

2. Margins and type area

   Margin sizes: Top ________ Bottom ________ Inside ________ Outside ________

   Size of type area ______________________________

3. Borders: None __________ Location __________ Size __________

4. Rules: Size __________

5. Column size: Number of columns __________ Equal or unequal sizes __________

6. Typeface __________

   Type size: Heads __________ Subheads __________ Body copy __________

   Leading: Heads __________ Subheads __________ Body copy __________

7. Type alignment: Ragged-right, flush left __________ Justified __________

   Flush right __________ Centered __________

ASSIGNMENT SHEET 3

Project specification sheet (cont.)

---

8. Headers: None ________ Location ________

9. Footers: None ________ Location ________

10. Paragraph divisions: Space between paragraphs ________ Tabs ________

11. Graphics: Size ________ 100% ________
    Enlarged ________ Reduced ________

12. Text wrap-around: None ________ Amount set away from graphic ________

LAYOUT
UNIT VI

ASSIGNMENT SHEET ANSWERS

Assignment Sheet 1

The multi-faceted face of desktop publishing offers many opportunities to individuals who may wish to broaden their skills in the business world. Desktop publishing skills are beneficial in jobs requiring simple black and white reproductions to elaborate, colorful multi-page magazines. An experienced desktop publishing (DTP) operator can comfortably work with simple page layout software and even perform basic procedures in more difficult software. Many of the procedures in DTP are similar, even though the terminology may differ from one software to another.

Although the business community has been slow to financially reward the efforts necessary to achieve DTP skills, DTP operators must continue to work toward financial recognition. DTP operators must make management personnel aware [that desktop publishing involves more than clerical skills. Often a DTP operator performs the functions of designer, typist, editor, proofreader, and artist. Proficiency in these areas takes dedicated effort as well knowledge.

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

Assignment Sheet 3

Evaluated to the satisfaction of the instructor

LAYOUT
UNIT VI

JOB SHEET 1—STACK GRAPHICS AND TEXT

A. Equipment and materials

- Microcomputer with one or two floppy disk drives and/or hard drive
- Operating-system diskette (if computer does not have a hard drive)
- Mouse
- Page-layout software
- Printer

B. Procedure

NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.

1. Boot computer
2. Activate page-layout software
3. Open new file
4. Create text block: enter the text shown in Figure 1 below in 12-point type centered on page

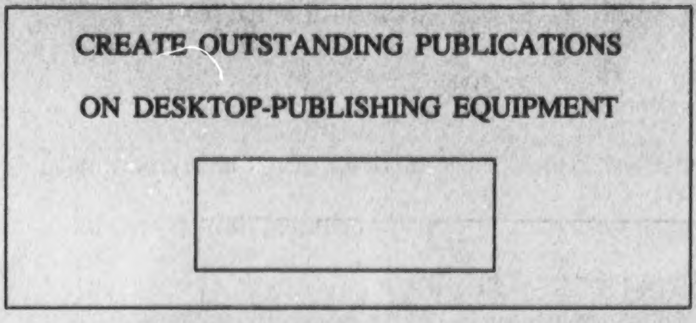
FIGURE 1

> CREATE OUTSTANDING PUBLICATIONS
>
> ON DESKTOP-PUBLISHING EQUIPMENT

5. Create graphics
    a. Select drawing tool and draw a rectangular box smaller than text block entered in step 4; see Figure 2 below

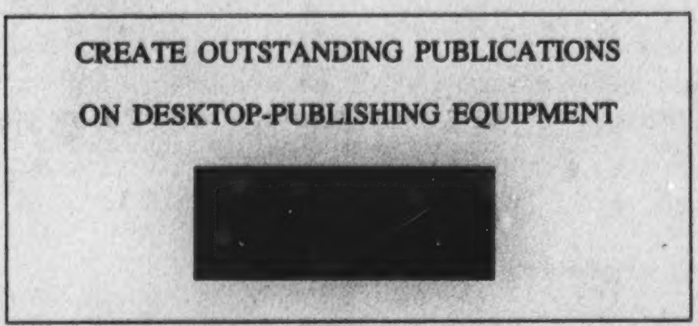
JOB SHEET 1

FIGURE 2


CREATE OUTSTANDING PUBLICATIONS
ON DESKTOP-PUBLISHING EQUIPMENT

b. Fill box with gray shading; see Figure 3 below

FIGURE 3

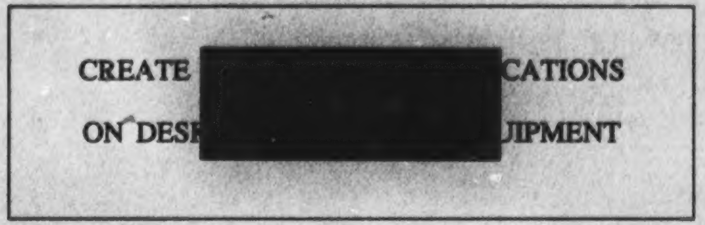

CREATE OUTSTANDING PUBLICATIONS
ON DESKTOP-PUBLISHING EQUIPMENT

6. Position box over text block

7. Observe stacking order

NOTE: The text block may appear behind the shaded box as shown in Figure 4 below.

FIGURE 4


CREATE
CATIONS
ON DESI
JIPMENT

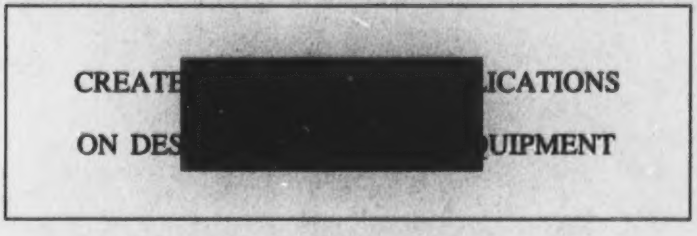
JOB SHEET 1

8. Position text block over box

9. Observe stacking order

   NOTE: The box may now appear behind the text block as shown in Figure 5 below.

FIGURE 5



10. Save file

11. Print page and write your name and "Job Sheet 1—Job 1" on top of printed page

12. Close file

13. Exit page-layout software

14. Turn off computer

15. Submit Job 1 to instructor for evaluation

LAYOUT
UNIT VI

JOB SHEET 2—PRODUCE A NEWSLETTER

A. **Equipment and materials**

- Microcomputer with one or two floppy disk drives and/or hard drive
- Mouse
- Operating-system diskette (if computer does not have a hard drive)
- Word-processing software
- Page-layout software
- Graphics software or scanner, if necessary
- Printer
- Specifications determined in Assignment Sheet 2
- Student Supplement 2

B. **Procedure**

NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.

1. Boot computer
2. Activate word-processing software
3. Enter text provided for newsletter in Student Supplement 2
4. Save text, using appropriate file format for importing text into your page-layout software
5. Exit word-processing software
6. Prepare graphics provided for newsletter in Student Supplement 2
7. Save graphics, using appropriate file format for importing graphics into your page-layout software
8. Access page-layout software

JOB SHEET 2

9. Prepare file, using specifications determined in Assignment Sheet 2
10. Place text
11. Place graphics
12. Apply fonts
13. Edit text and graphics
14. Adjust white space
15. Save document
16. Print rough draft and write your name and "Job Sheet 2—Job 1" at top of printed page
17. Proofread rough draft
18. Correct errors on rough draft marked during proofreading
19. Save document
20. Print final draft and write your name and "Job Sheet 2—Job 2" at top of printed page
21. Proofread final draft
22. Correct errors on final draft marked during proofreading
23. Save document
24. Print final copy and write your name and "Job Sheet 2—Job 3" at top of printed page
25. Close file
26. Exit page-layout software
27. Turn off computer and printer
28. Submit Jobs 1 through 3 to instructor for evaluation

LAYOUT
UNIT VI

JOB SHEET 3—PRODUCE A MULTI-PAGE DOCUMENT

A. **Equipment and materials**

- Microcomputer with one or two floppy disk drives and/or hard drive
- Mouse
- Operating-system diskette (if computer does not have a hard drive)
- Word-processing software
- Page-layout software
- Graphics software or scanner, if necessary
- Printer
- Specifications determined in Assignment Sheet 3
- Pages of text and graphics from the information sheet in Unit V, "Document Design"

B. **Procedure**

NOTE: The steps in this procedure should be modified to comply with the commands and prompts of the page-layout software and DTP equipment used on site.

1. Boot computer
2. Activate word-processing software
3. Enter text provided from the information sheet in Unit V
4. Save text, using appropriate file format for importing text into your page-layout software
5. Exit word-processing software
6. Prepare graphics provided from the information sheet in Unit V
7. Save graphics, using appropriate file format for importing graphics into your page-layout software
8. Access page-layout software
9. Prepare file, using specifications determined in Assignment Sheet 3

JOB SHEET 3

10. Place text
11. Place graphics
12. Apply fonts
13. Edit text and graphics
14. Adjust white space
15. Save document
16. Print rough draft and write your name and "Job Sheet 3—Job 1" at top of printed page
17. Proofread rough draft
18. Correct errors on rough draft marked during proofreading
19. Save document
20. Print final draft and write your name and "Job Sheet 3—Job 2" at top of printed page
21. Proofread final draft
22. Correct errors on final draft marked during proofreading
23. Save document
24. Print final copy and write your name and "Job Sheet 3—Job 3" at top of printed page
25. Close file
26. Exit page-layout software
27. Turn off computer and printer
28. Submit Jobs 1 through 3 to instructor for evaluation

LAYOUT
UNIT VI

PRACTICAL TEST 1

JOB SHEET 1—STACK GRAPHICS AND TEXT

Student's name ______________________ **Date** ______________

Evaluator's name ______________________ **Attempt no.** ______________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Completed startup.	☐	☐
2. Entered text.	☐	☐
3. Prepared box.	☐	☐
4. Used appropriate procedure for stacking graphics and text.	☐	☐
5. Saved file.	☐	☐
6. Printed document.	☐	☐
7. Secured equipment and software.	☐	☐

EVALUATOR'S COMMENTS: ____

____

____

PRACTICAL TEST 1

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:				
Positioned box over text block correctly and printed	4	3	2	1
Positioned text block over box correctly and printed	4	3	2	1

EVALUATOR'S COMMENTS: ____________________

____

____

____

____

____

PERFORMANCE EVALUATION KEY

4—Skilled — Can perform job with no additional training.
3—Moderately skilled — Has performed job during training program; limited additional training may be required.
2—Limited skill — Has performed job during training program; additional training is required to develop skill.
1—Unskilled — Is familiar with process, but is unable to perform job.

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.

LAYOUT
UNIT VI

PRACTICAL TEST 2

JOB SHEET 2—PRODUCE A NEWSLETTER

Student's name ______________________________ **Date** ____________________

Evaluator's name ____________________________ **Attempt no.** ______________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Completed startup.	☐	☐
2. Used appropriate word-processing procedures.	☐	☐
3. Used appropriate graphic-preparation procedures.	☐	☐
4. Used page-layout software.	☐	☐
5. Used appropriate printing procedures.	☐	☐
6. Saved files.	☐	☐
7. Used proofreading procedures.	☐	☐
8. Secured equipment and software.	☐	☐

EVALUATOR'S COMMENTS: ____

____

PRACTICAL TEST 2

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:				
Completed startup properly	4	3	2	1
Entered text correctly and saved with appropriate file format	4	3	2	1
Prepared graphics correctly and saved with appropriate file format	4	3	2	1
Prepared page-layout file according to correct specifications	4	3	2	1
Placed text and graphics files correctly	4	3	2	1
Applied fonts appropriately	4	3	2	1
Edited text and graphics as necessary and adjusted white space	4	3	2	1
Saved file	4	3	2	1
Printed rough draft, proofread, and made proofreading revisions	4	3	2	1
Saved file	4	3	2	1
Printed final draft, proofread, and made proofreading revisions	4	3	2	1
Printed final copy	4	3	2	1
Secured equipment and software	4	3	2	1

PRACTICAL TEST 2

EVALUATOR'S COMMENTS: ____

____

PERFORMANCE EVALUATION KEY

4—Skilled — Can perform job with no additional training.
3—Moderately skilled — Has performed job during training program; limited additional training may be required.
2—Limited skill — Has performed job during training program; additional training is required to develop skill.
1—Unskilled — Is familiar with process, but is unable to perform job.

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.

LAYOUT
UNIT VI

PRACTICAL TEST 3

JOB SHEET 3—PRODUCE A MULTI-PAGE DOCUMENT

Student's name ______________________ **Date** ______________

Evaluator's name ______________________ **Attempt no.** ______________

Student instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

EVALUATOR NOTE: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Completed startup.	☐	☐
2. Used appropriate word-processing procedures.	☐	☐
3. Used appropriate graphic-preparation procedures.	☐	☐
4. Used page-layout software.	☐	☐
5. Used appropriate printing procedures.	☐	☐
6. Saved files.	☐	☐
7. Used proofreading procedures.	☐	☐
8. Secured equipment and software.	☐	☐

EVALUATOR'S COMMENTS: ____

____

PRACTICAL TEST 3

PRODUCT EVALUATION

EVALUATOR NOTE: Rate the student on the following criteria by circling the appropriate numbers. Each item must be rated at least a "3" for mastery to be demonstrated. (See performance evaluation key below.) If the student is unable to demonstrate mastery, student materials should be reviewed and another test procedure must be submitted for evaluation.

Criteria:				
Completed startup properly	4	3	2	1
Entered text correctly and saved with appropriate file format	4	3	2	1
Prepared graphics correctly and saved with appropriate file format	4	3	2	1
Prepared page-layout file according to correct specifications	4	3	2	1
Placed text and graphics files correctly	4	3	2	1
Applied fonts appropriately	4	3	2	1
Edited text and graphics as necessary and adjusted white space	4	3	2	1
Saved file	4	3	2	1
Printed rough draft, proofread, and made proofreading revisions	4	3	2	1
Saved file	4	3	2	1
Printed final draft, proofread, and made proofreading revisions	4	3	2	1
Printed final copy	4	3	2	1
Secured equipment and software	4	3	2	1

PRACTICAL TEST 3

EVALUATOR'S COMMENTS: ____

____

PERFORMANCE EVALUATION KEY

4—Skilled — Can perform job with no additional training.
3—Moderately skilled — Has performed job during training program; limited additional training may be required.
2—Limited skill — Has performed job during training program; additional training is required to develop skill.
1—Unskilled — Is familiar with process, but is unable to perform job.

EVALUATOR NOTE: If an average score is needed to coincide with a competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria.

LAYOUT
UNIT VI

WRITTEN TEST

Name ____ Score ______________________

1. Match terms associated with document layout to their correct definitions. Write the numbers on the blanks provided.

_____a. Article presenting information on an upcoming event

_____b. To take out

_____c. Overlapping text blocks and graphics

_____d. Reading a document to check for errors in type and graphics

_____e. Brief summary of document contents

_____f. Article presenting information on a special event, activity, or other topic of interest

_____g. Regularly presented brief articles about particular topics

_____h. Article presenting new information on a story published earlier

_____i. Document with pages larger than paper size available for printer

1. Abstract
2. Advance story
3. Delete
4. Feature story
5. Follow-up story
6. Oversized document
7. Proofreading
8. Specialty columns
9. Stacking

2. Describe typical steps in a DTP layout process. Write your answers on the blanks provided.

____

____

____

____

____

____

WRITTEN TEST

3. List four methods of editing text. Write your answers on the blanks provided.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

4. Select from the following list methods of editing graphics. Write an "X" on the blank before each correct method.

_____a. Crop graphic images

_____b. Change column width

_____c. Scale or resize graphic images

_____d. Wrap text around graphic

_____e. Change leading

_____f. Change density of shading

_____g. Change line thickness

_____h. Stack graphics or graphics and text

5. Select true statements concerning stacking text and graphics. Write an "X" on the blank before each true statement.

_____a. Text blocks and graphics are individual layers in publication window

_____b. Individual layers may be stacked

_____c. Text blocks are usually solid layers

_____d. Graphics are usually transparent layers

_____e. Changing a layer's stacking order may affect its appearance

_____f. Generally, the most recently selected item is the bottom layer

6. Match document-size commands to their correct effect on printer production. Write the numbers on the blanks provided. Effects continue on the next page.

_____a. Printer produces document at actual size

_____b. Printer produces small units of one over-sized-document page on several separate sheets of paper that then must be physically pasted together to create entire page

_____c. Printer produces document at specified increments larger than actual size

1. Original
2. Reduce
3. Enlarge
4. Thumbnail
5. Tile

WRITTEN TEST

_____d. Printer produces document at specified increments smaller than actual size

_____e. Printer produces miniature copies of several document pages on a single sheet of paper

7. Match standard proofreader's marks to their correct definitions. Write the numbers on the blanks provided.

_____a. Insert word, letter, numeral, etc.

_____b. Do not make correction indicated; leave as originally typed

_____c. Delete

_____d. Move left

_____e. Move right

_____f. Delete and close up

_____g. Transpose letters, words, etc.

_____h. Close up space

_____i. Make new paragraph

_____j. Insert space

_____k. Change to upper-case letter

_____l. Change to lower-case letter

_____m. Insert apostrophe or comma

_____n. Insert quotes

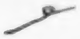
_____o. Insert period

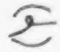
_____p. Spell out

_____q. Do not type; instructions to typist

_____r. Do not make a new paragraph

_____s. Transpose lines

1. 

2. 

3. #

4. ∧

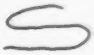
5. [

6.]

7. ¶

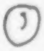
8. no ¶

9.

10. 

11. ≡

12. lc /

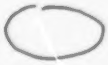
13. 

14.

15. ⊙

16. stet
••••

17. sp

18. 

19.

WRITTEN TEST

8. Arrange in order the steps in proofreading documents. Write the numbers (1 through 5) on the blanks provided.

_____a. Read text blocks for content to assure text has not been omitted

_____b. Proofread graphics

_____c. Have document proofread by another person

_____d. Proofread text blocks for typographical errors

_____e. Scan headlines and subheads for typographical errors

9. Match elements of a newsletter to their correct purposes. Write the numbers on the blanks provided.

_____a. Lists publisher, publisher's address, editorial staff, and subscription date

_____b. Present feature, follow-up, and advance stories and specialty columns

_____c. Identifies publication name, publisher, date, and volume number

_____d. Provide short statements to identify the contents of articles

_____e. Provide additional detail, add emphasis, or further explain information in articles

_____f. Provides graphic image that represents an organization, company, or item

1. Name plate
2. Masthead
3. Headlines
4. Articles
5. Graphics
6. Logo

10. Match elements of a multi-page document to their correct purposes. Write the numbers on the blanks provided. Elements and purposes continue on the next page.

_____a. Identifies page numbers of major text sections

_____b. Identifies document and protects contents

_____c. Gives complete title and subtitle, identifies author, and may present other information, such as list of contributors, date of publication, document abstract, reproduction restrictions, and distribution categories

_____d. Provides listing of tables and/or figures contained in text

1. Cover
2. Title page
3. Table of contents
4. List of illustrations

WRITTEN TEST

_____e. List sources of information and/or provides bibliographic documentation of materials used in writing text

_____f. Provides overview of document contents

_____g. Presents main body of printed information

_____h. Lists and defines important terms presented within text

_____i. Identifies acronyms and symbols used in text

_____j. Provides alphabetical listing of topics presented within text and gives page number where each topic appears

_____k. Reviews points made in text and may express conclusions

_____l. Provide additional detail, add emphasis, or further explain information in text

5. List of symbols
6. Introduction
7. Text
8. Summary
9. Index
10. Glossary
11. References
12. Graphics

LAYOUT
UNIT VI

WRITTEN TEST ANSWERS

1. a. 2
   b. 3
   c. 9
   d. 7
   e. 1
   f. 4
   g. 8
   h. 5
   i. 6

2. Description should include the following

   a. Set page orientation
   b. Set margins and columns
   c. Place text
   d. Apply fonts
   e. Place graphics
   f. Edit text
   g. Edit graphics
   h. Adjust white space
   i. Print rough draft
   j. Proofread rough draft
   k. Revise text and graphics
   l. Print final draft
   m. Proofread final copy
   n. Send document to print shop

3. Answer should include any four of the following methods

   a. Use text tool to insert, delete, move, or modify text blocks
   b. Change column width
   c. Adjust amount of text in columns
   d. Flow text from column to column or page to page
   e. Wrap text around graphics
   f. Change leading, letter spacing, and word spacing
   g. Change type size
   h. Justify

4. a, c, f, g, h

5. a, b, e

6. a. 1
   b. 5
   c. 3
   d. 2
   e. 4

WRITTEN TEST ANSWERS

7.	a.	4	k.	11
	b.	16	l.	12
	c.	1	m.	13
	d.	5	n.	14
	e.	6	o.	15
	f.	2	p.	17
	g.	9	q.	18
	h.	19	r.	8
	i.	7	s.	10
	j.	3		
8.	a.	2	d.	3
	b.	4	e.	1
	c.	5		
9.	a.	2	d.	3
	b.	4	e.	5
	c.	1	f.	6
10.	a.	3	g.	7
	b.	1	h.	10
	c.	2	i.	5
	d.	4	j.	9
	e.	11	k.	8
	f.	6	l.	12